DOCUMENT RESUME

ED 431 093 CE 078 745

TITLE	Developing CPD in Britain and the Wider Europe. Proceedings of the Annual Conference of the UACE CVE (York, England, September 1997).
INSTITUTION	Universities Association for Continuing Education, Cambridge (England).
ISBN	ISBN-0-0903508-168
PUB DATE	1998-07-00
NOTE	139p.
AVAILABLE FROM	Universities Association for Continuing Education, University of Cambridge Board of Continuing Education, Madingley Hall, Cambridge, CB3 8AQ, England, United Kingdom (3 British pounds, plus postage and packing).
PUB TYPE	Collected Works - Proceedings (021)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Academic Education; Career Guidance; Competence; Coordination; Corporate Education; Corporations; Credits; *Delivery Systems; Educational Cooperation; Educational Practices; Educational Trends; Flexible Progression; Higher Education; Independent Study; *International Cooperation; International Educational Exchange; Masters Degrees; Needs Assessment; Open Education; Partnerships in Education; Postsecondary Education; *Professional Continuing Education; *Professional Development; Professional Occupations; Program Development; Program Evaluation; Rural Areas; Rural Education; School Business Relationship; Student Characteristics; Student Evaluation; Technical Occupations; Transfer Policy; Trend Analysis
IDENTIFIERS	*Europe; *United Kingdom

ABSTRACT

This document contains 8 plenary papers and 15 workshop presentations from a conference on development continuing professional development (CPD) and continuing vocational education (CVE) in United Kingdom and Europe. The following papers are included: "How CPD Adds Value to Professional Personnel and Development Activity" (Judy Whittaker); "CVE Developments in Universities: Managing Your Own CPD" (John Geale); "CPD in the UK Engineering Profession: The Provisions of Professional Guidance and Support" (K.G. Smith); "Issues Relating to the Problem of Delivering CPD into the Community" (David Shepherd); "The European Credit Transfer System (ECTS)" (Michel Jouve); "Continuing Professional Development and Challenges for the Professions in Europe" (Valerie A. Mitchell); "CPD--A View from Industry" (William Francis, Bernard Dawkins); "Evaluation for HEFCE [Higher Education Funding Council for England] of the CVE Initiative" (Alan Marr, Glenn Rikowski); "Managing Change, Changing Managers: CPD in a Restructured Industry" (Stephen Birchett); "CPD and the Assessment of Professional Competence in Surveying" (Sarah Sayce, Mike Green, Tom Kennie); "An Independent Learning Module: Would It Work for You?" (Jenny Smith); "Flexible Provision of Open Learning: Working in Partnerships to Provide Vocational Education in Rural Areas" (Susan Clayton); "Identifying Good Practice in the Promotion of CVE" (Anthony Amatrudo); "Europe and Credit Transfer" (Gaie Davidson-Burnet, Paul Bulley); "Learning Better from Experience" (Mike Edmunds); "Understanding the Learner: A New Paradigm for University CPD"

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(Roseanne Benn); "Fast Forward to the Future: Corporate and Academic Learning Partnerships--The Case of the University of Surrey and Fina plc" (Barbara Cox); "Promoting Added Value through Evaluation of Training" (Jane Field); "Networking on CVE in Europe" (Edward Thomas); "Needs and Deeds: A Case Study in Providing for Self-Managed Learning" (Sue Thurston); "Continuing Professional Development: A Discussion Paper" (Bob Gibbs, Harry Gray); "A Model for a Generic Continuing Professional Development Masters Programme" (Gillian Jordan, Bernadette Katchoff); and "CPD and Doctoral Study" (Jonathan Garnett, Lucy Thorne). (MN)

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ED 431 093

UNIVERSITIES ASSOCIATION for *Continuing Education*

Conference Proceedings

DEVELOPING CPD IN BRITAIN AND THE WIDER EUROPE

UACE CVE Annual Conference
York, September 1997

July 1998

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First published in 1998
by the Universities Association for
Continuing Education,
School of Continuing Education,
University of Leeds,
Leeds, LS2 9JT

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ISBN 0 903508 16 8

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Printed in England by Millet Colour Printers, Leeds

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UACE CVE Annual Conference 1997

Richard Taylor University of Leeds UACE Secretary

The relationships between the worlds of higher education and employment are now recognised as being of critical importance by all the stakeholders involved: higher education institution, employers, employees and government. Through its CVE Network, and its relationship with the Funding Councils, employers organisations and other bodies, UACE is playing an increasingly active and important role in developing this aspect of Continuing Education.

The 1997 Conference brought together a wide variety of speakers and practitioners from industry and from education, and from the continental Europe as well as the UK. A large number of workshops presentations were made in addition to the plenary addresses. All are reproduced here and will be a significant revenue for developmental work in the CVE and CPD area.

Our thanks go to Françoise Vassie and her colleagues at the University of York for organising such a varied and interesting programme in such a pleasant venue.

We look forward to taking up these and related themes in the international context at the 1998 Conference in Glasgow.

PLENARY PAPERS

How CPD adds value to professional personnel and development activity

Judy Whittaker

This paper sets out the background of the Institute of Personnel & Development, the context in which IPD members are currently working and the changing nature of the profession, then outlines the Institute's policy on Continuing Professional Development (CPD) and the implementation process that has been followed. It concludes by reviewing the results that have been achieved and the issues that continue to exist.

The Institute of Personnel & Development

The Institute of Personnel & Development was created out of the former Institute of Personnel Management and the Institute of Training & Development in July 1994. The corporate members of the two former Institutes decided that the aims and objectives shared by the two Institutes could be best achieved by joining together to create a new Institute. The aim of the Institute is:

- To advance continuously the management and development of people to the benefit of individuals, employers and the community at large.
- To be the professional body for those specialising in advancing the management and development of people, recognised as the leading authority and influence in this field.

The mission of the Institute is:

- To lead in the promotion and development of good practice in the field of the management and development of people for application both by professional members and by their organisational colleagues.
- To serve the professional interests of members.
- To uphold the highest ideals in the management and development of people.

The Institute is structured into a number of grades. New members join the Institute as affiliates and this is a grade open to all with no barriers. All other grades of membership require candidates to meet the standards for entry into the grade. These are as follows:

Associate Membership (AssocIPD) represents qualifications at IPD certificate level or N/SVQ level 3.

Licentiate membership (LicIPD) signifies that an individual has met the requirements of one or two fields of the Institute's professional standards.

Graduate membership (GradIPD) is awarded on completion of all three fields of the professional standards.

Corporate membership (MIPD) is available by upgrading only. Individuals must be

Graduate members and be able to demonstrate three years relevant experience at management level as well as their continuing professional development (CPD) over the last three years.

Fellowship (FIPD) is also available by upgrading. Corporate members must be able to demonstrate 10 years relevant experience and middle or senior management level and their CPD over the last three years in order to be eligible.

Companionship (CIPD) is gained by invitation only. It is awarded in recognition of significant contribution to the profession or the Institute.

There are now over 84,000 members of the Institute, of whom approximately one-third are fully qualified corporate members.

The changing nature of professional activity

The context in which members of the Institute of Personnel & Development work is changing rapidly. The work force itself is changing significantly. The majority of the work force that will be with us in the year 2000 are currently in work, the size of the labour force is declining slightly but the labour force is ageing.

The work force is becoming much more highly qualified. Of the young people entering the work force in 1970, only approximately one in 20 had a degree. Now over one in four has a degree and this is set to rise further to one in three. A more highly qualified work force is likely to be more demanding and have higher expectations of its employers.

The nature of organisations themselves is changing. Instead of the hierarchical structures of previous years, organisations have reduced in size, and many operate now with a core or primary work force, contracting with a number of peripheral groups and self-employed staff and contractors. Organisations are expected to be far more flexible than in the past, and this applies to their employees who have found that the psychological contract that they have with their employers has changed significantly. All organisations are faced with a dilemma of providing more productivity for less resource.

One aspect of this downsizing activity has been the restructuring of organisations which has led to localised organisations focusing on their local market. This has required organisations to empower individuals at a much lower level in the organisation, to devolve power and authority to them, and give them the authority to run their own businesses. At the local level, this means that the management must be expected to be self-sufficient and autonomous in running the business, whilst still being in touch with the parent organisation. At the national or international level, this requires organisations to focus on strategic developments, while leaving the detailed operational aspects of their businesses to their empowered managers. There are significant implications for the employment of people in both of these requirements. For our members as a whole it can lead to a loss of power and expertise in some areas while far greater demands are being placed on them in other areas.

Many new agenda items are facing professionals in the area of personnel and development. To take one example – environmental issues. Many organisations these days are facing demands from their employees or their customers to develop much more environmentally friendly policies. This is likely to make demands on the personnel and development professionals who will be expected to support such policies, provide appropriate training and communication systems and to support the motivation of the staff. For people operating at a more strategic level, their involvement is likely to be even more fundamental. They are likely to be involved in developing cultural change, supporting change management strategies, and assisting their management colleagues in lateral thinking to solve intractable problems. Training and interpersonal communication skills may be part of this as well as the general concept of promoting the ethic of environmental protection. Of course if an organisation is truly to have a "green" reputation, it will be necessary for the personnel and development policies themselves to reflect this. Our members are therefore likely to have to address issues like performance related pay, the industrial relations strategy and the policy on job evaluation, to name just three.

Central to the role of a personnel and development professional these days is performance management. They are expected to be able to work with management colleagues to determine their expectations, to assist them in supporting the performance of their staff, provide the systems and support for reviewing and appraising performance, so that performance standards can be managed and rewarded.

Professional Competence

For professionals who are working in this field, what does this then demand of them? The view of the IPD is that the professional competence required of a person working in the management and development of people includes substantial underpinning knowledge, competence in the workplace, as well as personal effectiveness. The knowledge component of this is quite complex. It requires professionals not only to be able to recall and comprehend information, but to be able to apply it appropriately, use it to analyse situations, and move on to synthesise and evaluate. They are also expected to be able to use knowledge in a very practical way in their everyday communication skills, interpersonal skills, as well as practical psychomotor skills like the ability to operate computers.

As regards their personal effectiveness, those unique qualities that an individual brings to a job, our members are expected to be creative, have an ability to use intuition, be both sensitive and assertive in their dealings with their colleagues. Clearly, we are dealing here with competences that are deep-seated and difficult to develop. Equally, they are required for true professional effectiveness.

Continuing Professional Development

It is to meet the needs outlined so far that the Institute of Personnel & Development developed its policy on continuing professional development.

What is continuing professional development? Continuing professional development (CPD) means constantly updating our professional knowledge throughout our working lives. This requires looking ahead and preparing for change as well as responding to immediate needs and challenges.

The Institute of Personnel & Development believes that a commitment to CPD is essential to effective performance in all walks of life. CPD adds value to professional personnel and development activity.

The essential CPD principles are:

- development should be continuous;
- development should be owned and managed by the individual learner;
- development should begin from the learner's current learning state and, while fitting appropriate organisation or client needs, should not be over influenced by someone else's ideals;
- learning objectives should be clear, though they may be complex, and wherever possible should serve organisational as well as individual goals;
- investment of time in learning should be regarded as being as important as investment in any other activity.

Because of the wide range of professional activities in which our members engage, IPD has reached the view that continuing professional development can be undertaken in a number of ways. First of all, it can be based on professional work based activities:

- planning and running an in-house training event, particularly when this involves a new subject or new training technique;
- advising on unusual or particularly difficult cases or situations such as redundancy, disciplinary or grievance cases;
- implementing new systems or techniques e.g. for personnel information, selection or monitoring etc.;
- working in a multi-disciplinary project team;
- writing reports and making presentations;
- coaching or mentoring.

This section could also include personnel activities outside work such as:

- a range of public duties such as being a school governor, JP, member of an industrial or social security tribunal, prison visitor;
- voluntary work – active involvement in a voluntary/charitable organisation;
- organising sports or social events or helping in the management of a club or society;
- providing assistance to family members or friends who have job or career problems or who run their own businesses;
- writing and lecturing or acting as an examiner.

It can of course include formal educational programmes, courses, seminars and conferences:

- professional education courses leading to relevant recognised qualifications;
- courses of study of degrees, higher degrees, research and post qualification studies;
- training courses and seminars on any topic of relevance to your professional and personal development;
- attending IPD conferences;
- IPD branch and group meetings.

Qualification programmes that might be very relevant for our members could include modules of the IPD's own professional qualification scheme, or units or complete national and Scottish vocational qualifications (N/SVQs) in personnel, training and development or management.

Self- directed and informal learning can have an equally powerful contribution to continuing professional development. This could include:

- using the IPD's magazine People Management systematically as a learning resource;
- books published by IPD;
- language courses which although embarked on primarily for personal interest may also have a career value;
- courses about running your own business which would assist in a career that was planned to start consultancy;
- various types of self development courses which may give you a deeper insight into your own personality.

What is central to continuing professional development is the learning process. Any process that enables our members not only to have a learning opportunity, but reviews it, reach conclusions based on it, and use it to plan for future action will be valuable. Indeed this learning cycle itself mirrors the task cycle that our members need to use in their everyday work activities. This requires people not just to take action, but to learn from the results of the action and use this knowledge in planning for future activities.

The IPD has circulated a full policy pack to members to assist them in getting started on their continuing professional development. This includes not only a paper based system of recording CPD activities, but also a disk. The current disk is a DOS based one but a new windows version is about to be released. So all IPD members have been provided with both an electronic and paper based method of recording their CPD activity.

In developing its policy, the Institute was reluctant to specify the precise amount of CPD activity that should be undertaken. The important thing is that it starts with an individual's learning needs, and enables him or her to develop professionally to meet the challenges of the work role. IPD decided, however, that some guidance was needed. Our recommendation to members is that they should be spending at least 35 hours, or 5 working days, per year on their CPD activity. This activity does not need to be full cost commercial provision and it can take place in the normal working day using projects that are part of the normal responsibilities of one of our members.

IPD resolved from the outset to have a method of monitoring its CPD policy to see what level of take up was being achieved. The policy was implemented two years ago, so 12 months ago the first survey was undertaken of a sample of our corporate members. We achieved a 59% response from the sample of our members, with the great majority of those responding sending in a full record of their CPD activities. What this has clearly shown us is that our members are very actively involved in developmental activities. What they are less good at doing, is identifying the learning that they have derived from their CPD activity, and they are even less good at using this for determining future activities. While we were satisfied with a 59% response rate at this first attempt, clearly we will not be satisfied if we achieve no more than this in the long term. Our second survey is just about to be issued now, and the 41% who did not choose to respond the first time round will be added to the sample the second time.

One of the conclusions that we have come to is that our policy so far is somewhat retrospective. By its nature it does require members to give evidence of activities that they have undertaken in the past.Valuable as this is, if they are to derive learning from it, it perhaps does not place the emphasis that should be placed on future action planning. We have therefore decided in future to place rather more emphasis on the need for a development plan for future activity and less emphasis on the need for records going back three or more years.

We have recently undertaken a survey of members who have not chosen to upgrade their membership. One requirement is that they demonstrate continuing professional development activity and we have found that this is a significant reason why people defer making applications of this sort. We are undertaking some further work in this area but clearly there is still a big message to get over about the value of continuing professional development in itself.

We have explored the issue of incentives – whether actually applying specific incentives to members would encourage greater levels of take up. Our conclusion so far is that incentives seem to cheapen the value that lies in continuing professional development.

The question of whether we should apply sanctions to those who do not undertake CPD is one that has been under much discussion. Our view so far is that, as the policy itself is only two years' old, it would not be appropriate to introduce sanctions at this stage. Clearly, this is an option for the future but one that I hope we will never have to take.

In implementing our policy on CPD we have made considerable progress. As part of our process for upgrading, we are surveying the existing practice of our current corporate members and we have plenty of evidence of a high level of developmental activity being undertaken, but there are gaps particularly among more senior members who often appear to feel that CPD is appropriate for more junior people but inappropriate for them. This is particularly unfortunate, as it would be senior people who could provide role models for more junior staff and promote the concept of CPD.

The Institute is currently developing its plans to apply for chartered membership. One possibility we have in the future is to link chartered membership with continuing professional development activity, and this is an option that is currently being explored.

The Institute of Personnel and Development has made much progress in implementing its policy on continuing professional development. All members are advised of the policy when they join the Institute and receive both a paper based and electronic means of recording their CPD activity. All applications for upgrading to Corporate grades of membership require evidence of CPD, and this results in over 2,000 records a year being forwarded to the Institute. The first survey produced a 59% response rate from our Corporate members, and the second survey is now underway.

However, there are significant issues to resolve, primarily the issue of take up, and the focus on the learning that results from the CPD activity. Perhaps the most important issue of all is the issue of the motivation to undertake CPD, particularly among senior members.

CVE developments in universities: Managing your own CPD

John Geale

Thank you very much for inviting me. I would like to continue some of the themes on CPD started yesterday.

I will speak for no more than fifteen minutes on two aspects of our work: one which has changed substantially in the last eleven years and one which has not.

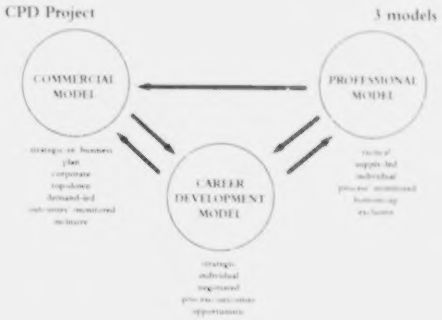
This is the eleventh CVE/PICKUP Conference since the first one in Sheffield in 1986. But before pitching into the first of my two topics, which I have called "Managing your own CPD", I would like to take a couple of minutes to talk about accreditation.

At Sheffield, Sir Peter Swinnerton-Dyer, Chairman of the University Grants Committee, launched a £10 m., three year scheme for the "selective funding of post-experience vocational education (PEVE)". The invitation to bid for funds for development projects defined PEVE as "post-experience vocational education which is planned in collaboration with employers . . . The training can include short courses or programmes which may be free-standing, or components of award-bearing courses."[1]

Earlier definitions of PICKUP by the Department of Education and Science had specifically excluded award-bearing provision. There may well have been valid bureaucratic reasons for this. I cannot justify the assertion in my abstract that this was because employers were thought not to want credit. Even if this were true then, there have since been a number of studies which show the reverse. Some work, for instance, undertaken at Lancaster demonstrated that accreditation of training was sometimes perceived as offering benefits to both employers and employees.[2]

Now to "Managing your own CPD". It is no coincidence that management techniques to develop creativity have common themes with the policies being adopted by progressive organisations to promote CPD. Both involve devolved responsibility. Accreditation is just one tool which individuals, and organisations, can use to develop and sustain commitment. There are many other tools with which we are now familiar and which can help individuals to take control of their own CPD. I am sure that bids submitted in the last week or so to the DfEE under their "Higher Education and Employment Prospectus for National Development Activity" will have included many examples.

A study which Heather Cockett and I undertook, with DfEE funding, in 1994/95 was entitled "Stimulating the Demand for CPD Amongst Young Professionals in the NW of England".[3]


CPD Project
3 models
COMMERCIAL MODEL
PROFESSIONAL MODEL
CAREER DEVELOPMENT MODEL
strategic or business plan
corporate
top-down
demand-led
outcomes monitored
inclusive
tactical
supply-led
individual
process monitored
bottom-up
exclusive
strategic
individual
negotiated
opportunistic

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This slide, taken from the study, seemed fundamental (i.e. radical) to the participants; even though the concept is based on the very old one of putting the individual learner at the centre. O.K., we know the theory, so why have the implications of it not been implemented more widely?

First let me explain the slide:

- Employers should have a business plan. In as much as this plan is used to determine training, this is the "commercial model" for CPD. This model is a major influence in, for example, "Investors in People" which is why, on the slide, CPD here is described as "demand-led".
- Professional bodies are primarily concerned with the process of CPD. They may, for example, approve (or even create) selected learning opportunities and encourage participation. Their role is predominantly on the 'supply' side.
- Heather and I found ourselves being disappointed when an individual's primary motivation in CPD was determined by either the business plan of their employer, or the formal requirements of their professional body – though we expected their career development plan to reflect both.

CPD is a high risk activity:

- employers cannot avoid adding to their employees transfer value
- professional bodies cannot guarantee the continuing competence of their members
- government cannot target its scarce resources exclusively at areas of skill shortage
- universities, even before Dearing, cannot be sure of continuing funding

However, the individual is the one who has most at stake. The clever policy must surely be to give the individual the necessary information and support to take control. So what are the implications which I am saying should be adopted more widely?

Firstly, that the skills which individuals need to take control of their personal and career development need to be learnt. This learning needs to start before initial qualification and continue after it.

Secondly, that the support needed for career development (i.e. CPD) requires universities to make "adjustments to their academic structures".[4]

One of the many changes in the last eleven years is that the emphasis in the allocation of funding for the development of CVE has moved away from *ad hoc* projects and towards the integration of CVE into each university's strategic plan. For example, HEFCE Circular 28/94 specifically stated that funds might be for development or "re-orientation".[5]

Institutional commitment to CVE can partly be gauged by the extent to which "academic structures have been adjusted".

Some HEIs and professional bodies have made enormous progress. This conference is evidence of it. There are lots of examples of individuals being helped to make, and implement, their own career development plans. But this can be expensive.

Cost is the second aspect of our work which I want to mention – briefly.

We are constantly seeking ways of extending good CPD practice. Unfortunately "good practice" is not always transferable and one reason can be when different markets involve – and can sustain – different costs.

Cost is the aspect of our work which has not changed. CVE is still expected to be "self-financing in the long term".

It seems to me to be self-evident that if we are to meet the needs of some hard-to-reach learners, this is going to be less profitable than much of our existing provision.

Helping learners who lack support and/or resources is hard work. It may require changes in our "academic structures". I believe that some of these changes will require more than fee income to sustain them, even in the long term. Is it not time to heed the words used b PICKUP all those years ago to "adopt a more commercial attitude" to CVE? I am neither an apologist for PICKUP, or for market forces, but I have seen too many projects where the true costs have been fudged.

I live in rural North Yorkshire and am tempted to compare CPD and public transport. It is easy to provide both to markets with either high volume or high unit price. The "commercial" approach to extending services beyond these markets involves decisions – strategic policy decisions – on how the costs are to be met.

One way of "subsidising" some CVE is to make a strategic policy decision to absorb some costs centrally. For example, some costs associated with accrediting non-traditional learning could be met centrally. External funding is, I know, being used to effect charges to our academic structures.

This is why my abstract ends by saying I look forward to learning how colleagues are using external funding not only for "pump priming", but also to provide longer-term institutional support for hard-to-reach learners.

References:

1 *Universities in the Training Market;* DES (1989).

2 *Accreditation of Employee Development;* John Geale, Lancaster University (1995).

3 *Achieving Growth;* John Geale and Heather Cockett, Lancaster University (1995).

4 *European Community's Task Force of Human Resource Education, Training and Youth;* (1992).

5 *The Role of the HE Funding Councils in their support of CVE;* Prof. Graeme Davies, UACE Occ. Paper No. 18, (1996).

CPD in the UK Engineering profession

The provisions of professional support and guidance

K. G. Smith, CEng., FIEE., FIMgt.

– Continuing Professional Development

Good morning, my name is Ken Smith, and I am employed by the Institution of Electrical Engineers as Manager for Professional Development. I have been in the job for just over eight years and during that time I have seen very substantial changes in just about every aspect of Continuing Professional Development. Even its name has changed, eight years ago it was known as Continuing Education and Training.

One of the most significant changes has been my attendance at this conference. I came last year as the new boy, the IEE having just joined UACE as an Associate Member organisation, not knowing quite what to do or where to go. This year I am addressing the Conference.

Having mentioned it, this may be an appropriate point to elaborate on the IEE membership of UACE, since we are not your usual sort of organisation. In 1995 the Institution set up a Courses Information Service, a freely accessible database of available UK courses of study; and it seemed to make good sense to join UACE as a way of promoting this service to members of UACE and through this improving its value to users.

We applied only to find that the byelaws of the Association did not provide for organisations like the IEE, but I must say I like your style, because Council promptly changed the rules so that we could join.

As I mentioned, there have been many changes in CPD and there will, without question, be many more. One of my hopes is that we shall eventually see one framework or structure for everyone, regardless of their profession or employment. Towards that end, there is a great deal of activity within the engineering profession to create one framework for the provision of professional support and guidance to its members.

Inevitably, since the IEE and the IMechE are jointly taking the lead in many of these initiatives and I am fortunate enough to be the person employed by the IEE to help drive them, much of what I say will have an IEE/IMechE bias. That is not in any way an attempt to belittle the substantial efforts of other institutions to achieve a common CPD framework.

Today I want to describe to you some of the key activities and the roles that the IEE, the IMechE and other institutions are playing in those activities. I want to do this in five stages, so here is the agenda I have planned.

– The provision of professional support and guidance

1. Why do we believe we need to do it?
2. What do we believe we need to to?
3. What are we doing already?
4. Inter-institution collaboration
5. Where are we going?

– Why are we doing it?

1. Why do we believe we need to do it?

For some time there has been a strong and growing view amongst professional engineering institutions that they have a responsibility to provide appropriate support and guidance to their members and, where appropriate, to the employers of their members. This was based on two factors.

- The firm belief that members need to take specific planned action to retain their ability to contribute to both foreseen and unexpected engineering and management roles. This will require them to undertake regular updating of knowledge and skills covering the full range of learning experiences achievable by both in-company and external activities, relevant to the multiplicity of skills which the competent professional engineer may be expected to master.
- The perception that there is an increasing reluctance by many employers to provide guidance to their engineering staff, managerially or functionally, on career development or the maintenance of the professional well being of engineering within their enterprises. In the long term this will be damaging to the competences of engineers and engineering managers operating in an internationally competitive market place.

– SARTOR requirements

Now a third factor has entered the formula; and this comes in the shape of the current revisions to what is known in the profession as SARTOR. There may be some present who are not familiar with SARTOR. It is the acronym for Standards and Routes to Registration. This is the Engineering Council publication which defines the standards applicants are required to achieve to qualify to register with the Engineering Council as Chartered or as Incorporated Engineers.

Traditionally these requirements have covered three aspects namely:

- Education – most usually an Institution-accredited honours degree.
- Training – often a two year Institution-accredited graduate training scheme.
- Responsible Experience – again a minimum of two years.

The Engineering Council proposes to make CPD a fourth requirement for registration at which time applicants will be required to provide evidence of their commitment to CPD, by the use and maintenance of a Personal Development Plan.

– SARTOR revisions

The section on Monitoring of CPD states:

- "Evidence of CPD, complying with CPD Code, is a requirement for registration."
- "Nominated Bodies of the Engineering Council are required to promote and support CPD; and in particular to monitor the CPD being carried out by their members."

– Outcomes of SARTOR

The proposals to make CPD a specific requirement for initial registration will place additional responsibilities upon both the Institution and upon its members.

- Applicants wishing to register with the Engineering Council as Chartered (or as Incorporated) Engineers will be required to provide evidence, which in practice means documented evidence, of the use and maintenance of a Professional Development Plan as recommended in the Engineering Council CPD Code.
- The Institutions will be required to monitor the CPD activities of its members, initially to assist them to meet the Engineering Council requirements of initial registration, and, subsequent to registration, to assist them to keep up to date.

So much for our reasons for seeking to provide professional support and guidance for members.

– What do we believe we need to do?

Secondly then, what do we believe we need to do?
We believe that such support and guidance should be provided in five distinct ways.

- The promotion of the principles and practice of CPD to members, to employers, and to providers.
- The provision of career development advice to members to assist them to meet the requirements for registration with the Engineering Council and, having registered, to assist them to keep up to date and to remain employable.
- The provision of career development material to support the career development advice.
- The monitoring of members activities to provide the credible evidence of their continued competence.
- The provision of courses information.

– What are we doing already?

My third point. What are we doing currently in the provision and support and guidance to members. There are a number of services operating already, some IEE only, some joint with the IMechE and some collaborative with other institutions.

- Professional Development guides, eight in total, for members, employers and providers on various aspects of CPD, including "Developing a programme of learning" and "Mentoring".
- A Career Advisory Service which provides free advice and assistance on various aspects of career development and re-direction to members who are unable to obtain such help from other sources.
- A Professional Development Record (PDR) which is available in both hard back and disc versions, and has been designed specifically to enable engineers at all ages, levels and disciplines to tailor their own continuing professional development, plan their career and maintain a comprehensive record of their aims, objectives and achievements.
- A members' activities database which provides members with the opportunity to submit an annual return detailing their continuing professional development activities to be recorded centrally, and to be formally recognised.
- A Courses Information Service, a database through which anyone can seek free

information on available learning opportunities provided by universities, colleges, professional institutions and training organisations. Providers of continuing educational activities are welcome to apply to join as Registered Providers, and details of the events they offer are held in the database, access to which is via the Internet or through direct contact with Institution staff.

– Inter-institution collaboration

Fourthly, Inter-institution collaboration. There is an increasing belief that various aspects of the provision of support and guidance could be provided better through collaborative agreements between engineering institutions, rather than through stand alone arrangements. Current collaborative activities towards that end include:

- An IEE/IMechE agreement to introduce a common scheme. There are strong signs that other institutions will join this arrangement.
- A 12 strong employers working group set up by the IEE/IMechE to advise the two institutions on the framework and operational procedures for their common scheme.
- A joint IChemE/IEE/IMechE initiative to promote CPD in conjunction with TECs via a series of promotional events throughout the UK.
- A Professional Development Committee comprising members from the IEE, the IEEIE, the IMechE and the BCS who are responsible for the promotion and operational control of the CPD framework within their individual institutions.
- A CPD in Science and Engineering group comprising 16 engineering institutions and three non-engineering institutions which was set up "to seek ways and means to achieve a common approach to the promotion and management of CPD". This body has agreed in principle to adopt the recommendations of the employers working group in respect of the development of a common CPD framework.
- An Engineering Council CPD Forum, comprising representatives from all 39 engineering institutions, which provides the opportunity for the exchange of views and experiences.
- An Inter-profession CPD Forum, comprising representatives from a number of professions, which again provides the opportunity for the exchange of views and experiences.

– Things we have learned

Several things have become very clear as a result of our experiences.

- Employers want one framework that encompasses all of their staff, not just their engineering staff.
- Measuring inputs, i.e. hours, is not in any way an indication of the effectiveness of the learning activities undertaken.
- Many members need competent, one-to-one mentoring to assist them to achieve their full potential.

– where are we going?

The formulation of aims, objectives and criteria for a common CPD scheme. Finally, where are we going? I suppose the honest answer is, "I don't know".

However, I do know where we should be going, and that is towards the introduction of a single CPD framework for the whole of the UK, a pan-profession framework that encompasses all people regardless of their job and their profession.

It is clear that the vision of the future of CPD had to be much wider than each individual engineering institution and indeed wider even than the engineering profession, if our endeavours are to be taken seriously, particularly by industry. It is crucial that if we aregoing to be truly successful in the promotion of CPD then we must avoid the dangers inherent in being too parochial in our approach to CPD.

The immediate aim of the engineering profession must be the implementation of a common CPD scheme for the profession, a view born out by the IEE/IMechE Employers working group. This was set up because of the widespread acceptance of the crucial role that employers play in supporting effective career development programmes so it is worth spending some time looking at the outcomes of the group.

It has stated categorically that, if industry is to take CPD seriously, then it expects any scheme to be such that it encompasses all of their staff, not just their engineering staff.

It has defined the aims and objectives for a future scheme from which the basic criteria have been defined; and three sets of objectives, one each for the institutions, for individuals and for employers.

– Aims

The Aims shall be:

- The creation of a flexible and broad-based scheme which is Institution approved, individually owned and, wherever practicable, employer directed and administered.
- The provision of a range of support services such that members are encouraged and enabled to maintain high levels of professional competence and thus enhance their potential for lifetime employability.

– Objectives

The Objectives shall be:

- To be of benefit to the individual, the employer and their customers, through the recognition and satisfaction of both individual aspirations and company business needs.
- To be relevant to the institutions and their members' membership aspirations.
- To encourage planning and recording of development and competence relevant to the needs of the member, through the use of reflection and mentor discussion in a non-prescriptive way.
- To be compatible with other standards.

– Criteria

The criteria shall be:

- **Classes of membership to be included**. The principles of CPD and the practice of recording activities in a personal portfolio shall be promoted to all classes of members.

- **CPD requirements for membership**. To comply with the requirements of SARTOR 1997, the Institution shall:
    - ensure that applicants seeking to register with the Engineering Council are adequately prepared;
    - monitor the CPD being carried out by its members.
- **Recording.** Recording of CPD activities shall be based on a structured learning plan and be contained in an appropriate personal portfolio relating each significant activity to job needs, career development needs and identified key competences.
- **Measurement.** The measurement of CPD shall be based on outputs i.e. the noted improvement in the levels of relevant competences resulting from the knowledge or skill acquired by the activity.
- **Assessment.** Assessment of CPD activities shall be undertaken by Institution appointed/registered delegates, e.g. members (mentors), employers, providers or in certain specified circumstances such as some forms of self study, self-assessment by the individual member will be acceptable.
- **Monitoring.** Members shall submit to the Institution, at times to be agreed, their structured learning plan and detailed report of activities.
- **Relevant activities.** Relevant activities shall be any activities that add to members' skill, knowledge and experience relevant to their job and career development needs, and may comprise one or a mixture of the following:
    - At work – on the job learning;
    - At home – private study;
    - At events – organised by universities, colleges and others.
- **Technical/Non-technical activities.** It shall be recommended that members seek to maintain a realistic balance between technical and non-technical activities relevant to both their current job and career development needs, but that there shall be no specific requirement to undertake both.
- **Services.** The Institution shall provide for members a comprehensive range of advisory, support and information services.
- **Quality.** Quality of provision shall be assured through a formal system of structured approval both of Registered Employers and of Registered Providers.

– Scheme which helps members

So we are looking to design a scheme which helps members

- to clarify their career aims and ambitions
- to identify their learning needs to meet their short, medium and long term needs
- to assess current levels of competence
- to develop a career plan
- to assess improvements in levels of competence.

– A new scheme

This will have the following key features

- compliance with SARTOR
- based on outputs relevant to both current job and career aims
- based on a learning plan
- assessment by a reputable third party

- monitored by the Institution.

– To this end

It is believed that within a new scheme two key features will be the monitoring of output competence and the introduction of a comprehensive mentoring service. To this end two potentially fruitful initiatives are underway:

- Measuring output competences. A key feature of the proposed enhanced scheme will be the move away from measuring inputs (i.e. hours and pdus) to measuring outputs (i.e. increasing levels of competence). As a prelude to this a joint IMechE/IEE competences pilot is being conducted. It is both Internet-based and paper-based, and is targeted at Younger Members.
- Advice to members via mentoring. To provide meaningful advice to members and to support the assessment of outputs, it will be necessary to implement a comprehensive mentoring service. With a view to the eventual provision of a professionally competent mentor to each member who requests one, a pilot involving about 100 members both Corporate (as mentors) and Younger (as mentees) Members is being conducted.

– Further work

The outcomes of these two trials will be used as the basis for further work which we need to undertake

- To develop comprehensive recording procedures which enable members to plan their CPD and record and evaluate their learning experiences relative to their job and career needs.
- To develop monitoring procedures via a mentoring service to enable members to provide credible, authenticated documentation in support of their continued professional competence.

Issues relating to the problem of delivering CPD into the community

David Shepherd

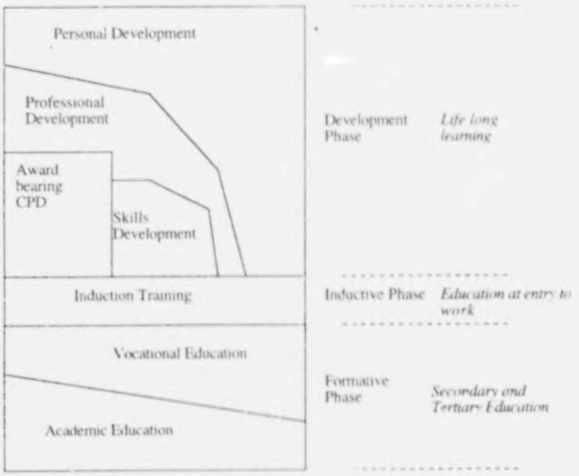
1. Introduction

Continuing Professional Development (CPD) is the life long learning experience of adults which supplements and enhances the preliminary inductive skills training received before and at the time that an individual first starts a career. A particular emphasis of CPD is that, in many cases, the individual should be responsible for his/her own developmental study, usually in close consultation with the employer.

In considering how CPD may be delivered onto any community (and by this I refer to the rich and diverse interests and activities of individuals and their employers distributed across a region) one needs to reflect on the make-up of industry and commerce within a region such as that within, say, 50 miles of York or in the Highlands and Islands of Scotland. It is a truism to say that the majority of employers (particularly those in the North of Scotland) are SMEs. Therefore, in this paper the professional is discussed as either an employee or as a self-employed person managing or working in, typically, a small or medium sized enterprise (SME). Many of the same considerations apply to both but the effective delivery of CPD to all forms of professional individual in the community has been of particular interest to me in recent years.

Rajan[1] argues that the key attributes which signify a "professional" are those that relate to "knowledge". (The knowledge a worker usually has, in common with their counterparts in other disciplines, higher education qualifications and other intellectual skills associated with that higher education). They will also have discretion in the work place with respect to their responsibilities and the responsibility of being required to self-manage their work. Rajan supports the view that the CPD phase comprises not only the enhancing of skills but also the further development of professional and personal effectiveness[2]. Diagram 1 presents a model which attempts to explain the relationship between compulsory, post compulsory and continuing professional education and training.

Diagram 1:
A model of continuous Personal/Professional Development


Personal Development
Professional Development
Award bearing CPD
Skills Development
Induction Training
Vocational Education
Academic Education
Development Phase
Life long learning
Inductive Phase
Education at entry to work
Formative Phase
Secondary and Tertiary Education

Adapted from
Prof. Amin Rajan

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It is important to distinguish, at this stage, between formal university award bearing CPD and the requirements of professional institutions for their members to maintain their membership by completing, say, 35 hours of recorded CPD each year. Diagram 1 attempts to provide for this feature.

The professional is seen by their employer, clients and those in the community as a person who will work to the highest standards and will bring moral and professional standards to bear in giving advice and services. The function of institutionally directed CPD is to ensure that the member keeps up to date and aware.

Autonomy is also seen as part of the professional image. The rate at which technology and knowledge change, however, is placing greater stress upon the credibility of the professional in the eyes of the client. As professionals have the discretion and freedom, they also have the responsibility for being accountable personally. Accountability must be based on reasonable or realistic expectations. Each party must know what to expect from the other. Defining performance in terms of quality standards, which are communicated to all, is one way of ensuring that expectations can be met[3].

Professional bodies increasingly recognise that their members have legitimate CPD goals outside their specific professional discipline. Indeed, one of the main impulses toward broader cross-recognition of CPD has come from the professional bodies. Even so, the fundamental interest of the professional body in ensuring the integrity of the profession will entail the stipulation of a minimum amount of CPD in the specific professional discipline. The professional body would have no objection to additional CPD but would almost certainly not be able to give credit for it within their own CPD framework once it exceeded a certain proportion of the total required. The time expectation for CPD activity by professional bodies are modest relative to the requirements of some employers and most providers.

To ensure that these standards of personal performance may be ensured Continuing Professional Development becomes a crucial aspect of renewable professional competence.

The continuous process of intellectual and professional development indicated in Diagram 1 above should "aim to build on skills, knowledge and attitudes acquired through education and training" (Rajan). This CPD process should not only be experienced in the formative years of a professional's life but throughout their working life and beyond. *Life long learning is what CPD is all about.*

It is my contention that, in attempting to meet the needs of CPD, universities have concentrated upon that part of CPD which comprises an award structure (that is where their funding is focused). Thereby universities neglect the emerging demand for post experience/post qualification CPD.

To deliver short CPD courses which are compatible with the requirements of the professional body, requires a flexible modular structure that can provide professional transcripts (if required) and also, if possible, general and specific credit that may be built into awards at a later date.

2. The participants in CPD

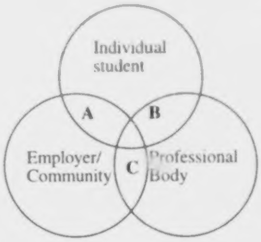
2.1 There are four distinct actors with a strong interest in CPD:

i) the individual;
ii) the employer;
iii) the professional body;
iv) the provider of CPD activities.

The interests of the first three groups overlap (see Diagram 2) but the extent and nature of those overlaps can differ widely with the professional body and the employer. In some cases the agendas of the profession and employer can be very close together, while in others they have little in common. The development of any potential conflict may be evident in the role of the provider of CPD – the one who arranges events and activities which address the interfaces (indicated at A, B and C in Diagram 2). A divergence of interests may cause the individual to suffer stress from trying to resolve the different if not conflicting aims of the employer and their own "professional" body (Diagram 3).

The manager of an SME, particularly in a rural and remote area, is likely to place less importance upon CPD than their urban counterpart – which is, in itself, often rather sketchy! The non-intersection (total divergence) of involvement by the employer in an individual's requirement for CPD to satisfy the needs of the professional body can be reflected in the dichotomy between the university academic department's interest in the individual's needs and the commercial training unit's involvement with the corporate body.

Diagram 2:
The CPD Inter-Relationship

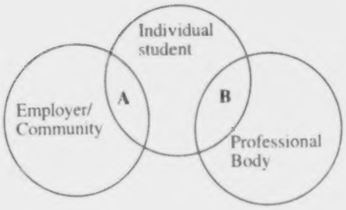


A The individual – Employer/Community interface

B The individual – professional body interface

C The employer/community – professional body interface

Diagram 3:
The divergence of involvement between the employer and professions



The CPD implications of the intersections A, B and C in diagrams 2 and 3 may be explained in the following ways:

Intersection A

An individual's CPD agenda may well include elements which an employer/client might regard as peripheral or even irrelevant to their specific and immediate needs. In many cases, of course, the professional employee is only responsive to the employers' needs – thereby leading to a stressful situation where the employers' needs are seen to be at odds with the professional body's expectations. However, many employers and users of professional services are now beginning to acknowledge that they have a vested interest in recognising, and possibly encouraging, broad professional development as distinct from immediate training. Even within a liberal interpretation of CPD, however, an individual may wish to pursue goals which the employer, in particular, could not support, as this could not be justified from their own income.

The important message that comes out of this is that the individual has to become responsible for managing their own CPD and negotiate the means by which that planning can be achieved.

Intersection B

The relationship between an individual's agenda and the interests of his/her professional body are likely to have a similar profile to that of the individual and employer. However, the professional body is keen to ensure the development of a wider and deeper experience and understanding on a regular (annual) basis.

Intersection C

Many employers use professional qualifications over and above HE qualifications as a means of discrimination between applicants for jobs. Therefore the employer has an interest in the quality of that qualification and the reputation of the professional institution behind it. However, the employer does not necessarily see that their obligation to the employee should be to maintain and enhance such membership over time. This maintenance of professional competence is usually left to the individual to continue.

2.2 These relationships differ for each individual and over time. They are highly dynamic and depend on a large array of drivers:

i) the individual:
  - ❑ personal development
  - ❑ specific professional needs
  - ❑ broad professional needs
  - ❑ maintaining membership
  - ❑ professional competence

ii) the professional body:
  - ❑ integrity/standing
  - ❑ international relationships
  - ❑ quality assurance
  - ❑ maintenance of membership

iii) the employer/client:
  - ❑ immediate job-related attributes
  - ❑ employee development
  - ❑ ensuring product/service quality

Alongside all of these drivers, changes in legislation, technology and/or information will all affect the relationships of the three parties. It may be a legal requirement for a professional to satisfy certain criteria, e.g. Health and Safety, or new technology may necessitate updating or upskilling. New information may relate to best practice or to innovation, both of which would be of benefit to the individual and his/her employer.

2.3 How do these relationships help to define the market(s) for CPD? In areas of overlap there is more scope for conflict of interest but, once resolved, greater impetus to fulfilment because of synergistic effects. For instance, a chartered civil engineer might agree with his/her employer that familiarisation with new techniques in civil engineering would be appropriate. The employer would then pay for this activity. The engineer would also be able to set off the activity against the CPD requirement of their professional body. If, in addition, the activity had been provided or recognised by the professional body then the employer and the individual could have relied upon its quality.

If such tripartite pacts are the ideal for all three parties, then bilateral agreements are hardly less effective. A high proportion of CPD will fall within the overlaps between the individual and either the employer or the professional body. For instance, the civil engineer might wish to become conversant with a new field in which the employer has no direct interest. The enlightened employer will recognise this as employee development but is likely to assign it a lower priority than an activity of perceived benefit to the company. Conversely team building might be agreed as a target for CPD even though the individual's professional body might not accord it "core" status within an individual's CPD portfolio.

2.4 How does the categorisation of CPD affect the type of provision and the perception of providers? In-house training by an employer, either by commissioning external agencies to provide or through the company's own training outfit, is under its control and is assumed to meet its agendas. Similarly a professional body may commission or sanction provision by its own members or by a third party to meet perceived profession-specific needs. Both of these may be "closed" activities, either to company staff or to members of a professional body and/or to holders of certain qualifications.

From a provider's point of view such "closed" courses are highly desirable. An in-house course for an employer usually implies a guaranteed response and fee income. A course commissioned or recommended by a professional body gives privileged access to a market and therefore minimises risk. In contrast, "open" courses stand or fall on their intrinsic merits and the marketing expertise of the provider.

It is, therefore, in the interests of the provider to seek out areas of overlap between the other interested parties in order to maximise the chances of success of the provision. An additional reason for working with an employer or professional body is the dialogue over course design and evaluation. Both of these can enhance the effectiveness of the provision and its longer term saleability.

2.5 The evidence from various providers of CPD education and training supports this analysis. Most providers pursue full-cost recovery in their operations and are accordingly market-orientated. Their courses are usually designed either for in-house use or for a particular target group of professionals. Some of these courses are often designed in conjunction with professional bodies.

In regions of low population densities, however, such provision is difficult for the provider to address efficiently or economically unless the CPD activity sits alongside other education and training programmes.

The coherence and integration of a single provider route are clearly perceived as advantages by both those who commission courses – employers and professional bodies – and individuals. From the provider's point of view the modularity of courses and programmes enable flexible programmes to be offered without undermining the coherence of the overall objectives of the programme of learning and the award structure of the institution.

3. Recognition, level and delivery systems for CPD

3.1 An individual may undertake CPD because of real or apparent pressure from their employer or professional body. On the other hand they may choose to undertake CPD as an extension of lifelong learning. The employer, on the other hand, is likely to be "primarily concerned with the degree of relevance that available forms of CE have to their own business".[4] Geldhart and Brown go on to point out that "short courses were recognised to be an important constituent of the mix for technical professionals but perceived to represent a small corner of the complete education and training scene". The professional bodies now have an interest in the CPD development of their members and, in many cases, require the CPD experience to be formally registered. The majority of the provision that is recognised is short course activity.

The professional bodies have now begun to recognise that a large part of CPD is of an informal and relatively unstructured form, including reading relevant literature and keeping updated in one's own time.

3.2 Formal recognition of the short inputs of CPD activity is becoming important as individuals, professional bodies and employers begin to recognise the need for some registration of attendance and achievement. Staff appraisal and more structured training needs analysis is also putting pressure upon the need for training of all forms to be accredited. Geldhart and Brown point out that "Existing short courses… make no provision for assessment and there is no system by which participants are awarded 'credits' in recognition of their satisfactory performance at an external CE activity. It has been suggested that the institution of credit accumulation and transfer arrangements might influence the motivation of course participants."

Cowan held the view that "There are frustrations amongst course attendees who find courses irrelevant; others simply cannot find appropriate courses to meet their needs. More serious, however, is the fact that CPD arrangements are not designed to ensure and check that learning takes place or even to discover whether any learning has taken place; instead they seem to accept the philosophy that participants simply accumulate points for attending courses."[5]

3.3 At present degrees and other education and training structures established and maintained by academics are formal in their framework of accreditation and require the student to complete a coherent programme where learning outcomes are at an equivalent level. In the recent past and today, however, the majority of CPD activities favoured by professional institutions and employers have been more eclectic and, therefore, in the eyes of academic institutions, less structured. What is crucial for the further expansion of more structured CPD is the part that will be played by the recognition of achievement resulting from the CPD activity. The important questions that need to be answered are:

i) How far should the assessment of achievement from any one CPD activity be harmonised with "credits" earned elsewhere, i.e. to what extent should they be seen as accumulative?
ii) To what degree should CPD negotiated programmes of learning be coherent in education and training terms, i.e. to be transferable to other qualifications?

3.4 Moreover, the HE visida of coherence can have its drawbacks. As Todd pointed out in 1989[6], "The question of the appropriateness of what educational institutions offer is an important one. How can CPD be expected to improve practice (or to help maintain existing high standards of practice) if it consists of random offerings, linked more to the supply of in-house educational expertise than to what practitioners say they need?"

The writers suggest that formalisation should not lead to an attempt to produce structured, "coherent" programmes for CPD unless there is a clear and demonstrable need for it from the market place – i.e. individuals, professional bodies and employers.

3.5 The post experience education and training requirements of a professional may be very modest in any one area of CPD. The Engineering Council discovered from a survey that they undertook that "the main training needs are in the area of technical updating, awareness of developments in law, health and safety, finance and communication and negotiating skills. Individuals prefer practical, flexible and work-related activities and mention short courses, both in-company and external, reading, distance learning and work experience."[7] So long as there is internal consistency in the learning objectives within any one course, the "pick n' mix" form of CPD delivery through the use of stand alone modules has a central part to play in post-experience professional development because it can satisfy the varied and personal needs of the individual. It should be the aim of accrediting bodies to recognise achievement within this context rather than to try to change the context.

3.6 There is a vast number and range of individual CPD modules available to any person seeking professional updating (either formally assessed in some way or of an informal nature). The pressing need is to provide a framework within which quality can be assured and through which a sensible CPD route can be chosen. At the same time, we should equally deplore an attempt by the suppliers of education and training to attempt to create a series of "linear", internally coherent programmes which do little more to address the wide and varied needs of the individual post-experience CPD client.

"For CPD to be effective, it must identify all of the learners' needs, and design courses or programmes to meet them"[8]. We would add that the scale of potential coverage is so huge that no single provider can hope to deliver this goal. All providers, however, should seek to find mechanisms to enable an individual's disparate achievements to be recognised and thereby made more effective.

4. The implications for delivering CPD into the community

4.1 Demand versus supply-led provision. The challenge of providing CPD activities by a university to meet the needs of one or more professions is challenging. In reality the simplest way forward has been for the institution to provide awards (largely at post graduate level) that may be studied by an individual on a part-time basis. The university, therefore, chooses not to have an explicit role in counselling, guiding or responding to the specific CPD needs of the individual.

The University of York's Centre for Continuing Education established a unit for Continuing Professional Development in 1994 to push forward the work carried out by John Geale at Lancaster. It was a blatant attempt to set up a commercial undertaking that would recognise and respond to the needs of the professional communities – particularly the individual solicitor, engineer or marketer.

Within 50 miles of York there is a population of 3-4 million people.. This was seen as a potential market for such an activity. The basic menu of programmes that were offered as a starting point were taken from the Centre for CE's existing programmes – largely management related supplemented by further courses as demand required. Professional people were invited to taste the programmes (even discounts were offered to attract first time buyers) and a longer term relationship was offered through a membership scheme. Membership provided access to counselling and guidance for CPD and encouraged members to manage their own CPD activity. Members of the scheme were able to get a continuing discount on courses undertaken.

It is important to stress that this CPD provision was only part of the total available from the University. The departments of Electronics, Architecture and Biology, for example, were also providing short courses in their own areas of expertise. These programmes were also publicised by the CPD unit as available to all professionals wishing to update and retrain.

In short, the strategy was to bring the professional into a long term relationship so that the staff in the unit could have discussions with them about their needs and develop courses accordingly. The staff could then direct them to existing courses provided by the unit or other departments in the University. At the same time a CPD award structure was being used (the CPD Award Scheme) as one form of general credit, also NVQ credits at levels 4 and 5 were on offer. The unit gained recognition by one professional body as a provider and was seeking further recognition by other professional bodies.

4.2 Dispersed markets across urban or rural regions. The problems of delivering CPD into the community include issues relating to the ability for a provider to help support (mentor) the individual in the management of their own CPD. Professional bodies wish to provide support to their members to allow the continuing mentoring of individuals through their lifetime. The challenge in a rural and remote region is how that can be made cost effective as well as academically robust. In many cases the provision of CPD, even in urban areas, is found not to be cost efficient – many providers either "fudge" the cost or restrict the level of support (an area of provision which is expensive to provide and yet attracts very low, if any, fee income from the participant).

The concentration of population in the North and West Yorkshire region encouraged the development of the CPD initiative at York. In the more remote areas of Britain, e.g. the North of Scotland and Highlands and Islands in particular, the sparcity of the population – both in numbers and in dispersal across an area larger than Belgium – makes the challenge of providing a demand led CPD initiative more challenging.

The University of the Highlands and Islands Project (UHIP) comprises 13 partner institutions – F/HE colleges as well as two research establishments and a theological college. The partner institutions are distributed across the region and several partners have, in turn, outreach centres in their own territory. This dispersed model of provision at all levels of post 16 education (including postgraduate study in aspects of marine science and theology) can allow the UHIP to reach out into the local communities.

4.3 Dispersed provision for meeting a variety of professional needs. Dispersed provision in rural and remote areas, be it in the Highlands and Islands of Scotland or the rural north Pennines, requires innovative methods to be adopted to support learners across a large area. In the North of Scotland it is not feasible to get students together in large numbers on a regular basis. Even though distance learning materials and distance tutoring could be made available, the lack of student support is not acceptable for quality assurance reasons alone. The development of video conferencing systems and the massive investment that has taken place in the Highlands in recent years helps to provide the basic infrastructure to support the life long learner.

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The European Credit Transfer System (ECTS)

Michel Jouve

The European Credit Transfer System (ECTS) which is being presented within the context of a conference on Continuing and Vocational Education is not meant to be considered as a ready-made answer to the specific needs of this particular sector of education. It was developed as a tool for the fair recognition of successful periods of study achieved by mobile students taking part in the Erasmus programme. However, the basic principles are clearly similar to some of those formulated by other speakers at this conference, and the mechanism is one that could be adapted to other application fields than initial higher education.

The key words to effective and generalised recognition are: trust and transparency. Whether it be for academic or professional purposes, trust is necessary for the actual recognition of degrees or diplomas, or the actual constituant parts of these. This is naturally all the truer with the development of the mobility of workers within the European space.

Students may wish to register at higher education institutions outside their home country, or wish to make use of their degree for professional purposes. The ECTS provides invaluable information concerning their past achievements. Hence, the importance of transparency at all stages and in all fields of their course study.

Transparency is achieved thanks to several documents: the information package, the learning agreement and the transcript of records. This is not the place to enter into the detail of each of those documents. For those who need to know more about them, I refer them to the ECTS Guidelines, that can be found on the Internet site:

http://europa.eu.int/en/comm/dg22/socrates/ects.html

However, I shall summarise each of them in order to bring out the principles underlying their conception.

The information package, conceived along the same model and containing the same data for institutions throughout Europe, aims at providing thorough information concerning the educational rules of the country and/or institution, and the course content. This serves both to make an enlightened choice of courses before the student leaves, and to check the contents of modules or degrees retrospectively, whenever necessary.

Each module (or course) is ascribed a number of credits corresponding to the workload expected from the student.One successful academic year corresponds to 60 credits, all over Europe.

The learning agreement is a binding contract between the student and the academic coordinator both of the home and host institutions. This document enumerates the specific courses or modules the student will take during his mobility period, with the number of credits allocated to each of these.

The transcript of records is the official document issued by the host institution certifying the results (positive or negative) obtained by the student. This is necessary for the home institution to recognise the student's acquirements.

The ECTS clearly brings added value for students, it broadens the choice of study abroad, facilitates access to regular programmes alongside local students, provides certification of study abroad achievements and guarantees academic recognition. For academics, it facilitates programme negotiations and decision-making on academic recognition; it serves also as a catalyst for reflection on course contents, quality and learning outcomes. For institutions it provides guarantees for all the administrative procedures involved in the process of recognition.

The ECTS must be considered as a tool that respects the identity of educational systems and the autonomy of institutions. It is a means towards a policy: the free mobility of students, which is to be considered as a stage prior to the free mobility of workers. It is a system, to which the DG XXII has been strongly committed, with astounding success: in 1997, nearly 1100 higher education institutions throughout Europe decided to introduce the ECTS.

In relation to CVE, a system of that sort could certainly help to solve some of the problems that have been evoked here and elsewhere. The term "course info-service" has been used, for instance, it is what the "info-pack" of the ECTS provides for universities. Networking is also made more operative when a single monitoring system exists and is widely accepted. The personal skills card could also be made more convincing and universal if based on that kind of system.

I am aware that within the limited time scope ascribed to this topic, this presentation remains a summary. However, it may provide directions to elaborate a system that could be operative in the field for which you are much better specialised than I am, that of CVE.

Continuing Professional Development and Challenges for the Professions in Europe

Valerie A. Mitchell

Introduction

It is timely to review Continuing Professional Development (CPD) for the professions today. During the last 20 years there have been huge developments in such CPD. In 1978 the Royal Institute of British Architects introduced a structured CPD scheme – apparently the first professional association in England to do so. This began a period in which one profession after another in the United Kingdom and other European countries introduced structured policies and programmes for CPD. The idea is familiar and accepted (if not always enthusiastically undertaken) by professionals. 20 years ago many were more resistant. "Why should I attend the seminar? I've been in practice successfully for 30 years without that. Why do I need it now?" Leaving one to suggest, tactfully, that he might be a better practitioner, more up-to-date, with more opportunities to discuss issues with colleagues, and also (one could have added) less likely to be sued for negligence, or to trouble the various indemnity and compensation funds, or to generate bad publicity for the profession. That era has passed.

We should now prepare for another period of development as the professions and their members respond to the current challenges from political, technological, economic and social changes and from the wider European context in which we live and work. This paper considers issues, including the recognition of academic and professional qualifications in Europe, to set the scene for developments in CPD for the professions. It draws on research and experience from many sources. It then considers the CPD needed by professionals to face the challenges and the role of European universities in meeting this need.

The professions and professionals

The terms *profession* and *professionals* are imprecise and are defined and used to refer to different groups. The term *profession* has been the subject of much philosophical and sociological argument and it is quite beyond the scope of this paper to examine this in detail. The Oxford English Dictionary defines a profession simply as "an occupation in some branch of advanced learning or science". The current United Kingdom Standard Occupational Classification defines a *professional* as one "who has a degree and a postgraduate professional qualification".

This definition is used by J. Watkins, L. Drury and S. Bray in "*The Future of the United Kingdom Professional Associations*" (1996) and it is also appropriate for this paper. For a comparative study of CPD in 20 professions in the United Kingdom, Clare Madden (now Rapkins) and I defined a profession as: "A discrete body of individuals applying advanced learning or scientific knowledge and expertise to provide a service to clients and bound together by membership of a professional body which assumes responsibility for monitoring standards and which confers benefits and may impose sanctions on members." (Madden and Mitchell, 1993, p.8).

These broad definitions convey the scope of the subject and can be applied generally to professions in Europe. They include people with expertise in many fields and in "old" and "new" professions. Some professions are "regulated professions" whose members have to be registered in order to practice. Professions regulated by law in the United Kingdom include the legal professions, school teachers in state schools, and state registered health professionals, for example, all nurses have to be registered with the United Kingdom Central Council for Nursing, Midwifery and Health Visiting. In other cases the professional has to be a member of a professional association incorporated by Royal Charter, for example, the Institute of Mechanical Engineers (MIME). A list of regulating bodies in the United Kingdom is given in the European Communities (Recognition of Professional Qualifications) Regulations 1991 (SI 1991/824). Each country regulates some professions – medicine, law, pharmacy and many others – but the list varies from country to country in the European Union and abroad. Particularly for these professions, the recognition of qualifications in other European countries is very important and will be considered later.

The professional associations, though their role varies from profession to profession and from country to country in Europe, have significant and evolving roles advancing the interests of their profession and members. CPD has come to be an important part of their activities. It enhances their role, is often financially successful and, especially for some groups, for example, social workers and nurses, has helped to raise their professional status. Professional associations also provide valuable European and international links through networks, such as FEANI (Fédèration Européene d'Associations Nationales d'Ingénieurs), formed in 1951. It brings together the professional engineering associations of 23 European countries, namely the 15 European Union countries and Cyprus, Hungary, Iceland, Malta, Norway, Poland, Slovakia and Switzerland. Some British professional associations, such as the Institute of Chemical Engineers (IChemE), have significant numbers of members from other European countries. European professional associations have also emerged, like the Hotels and Catering International Management Association (HCIMA) and the European Patent Agents Association (EPA).

Members of professions are important to society through their work both in the public and private sectors of the economy. They are widely recognised as contributing to wealth creation and to European competitiveness in the world, as mechanical engineers in the car industry, actuaries in insurance, and in many other roles. This value has been emphasised in papers and official reports. However, professionals are also essential for the provision of good public services – in teaching, health care, environmental protection and other sectors. Theses services are also important to society. While developments, such as privatisation and the extension of "markets", have blurred the distinction, it remains a real one. In these public service areas it is important that policies and resources are available to provide appropriate CPD. In these fields it cannot be left simply to market forces.

CPD and the professions

CPD has developed over the last two decades to the point where structured, systematic CPD is actively encouraged, or indeed required, by employers and professional associations as necessary to sustain the individual's career. This is evidenced by the emphasis on lifelong learning in many contexts as part of the move towards a learning society. This may be seen from the European Commission's White Paper (1996) *"Teaching and Learning: Towards the Learning Society"* and the Report of the National Inquiry into Higher Education in the United Kingdom (the Dearing Report) [1997] on *"Higher Education in the Learning Society"*.

CPD has been defined by the Engineering Council as: "the systematic maintenance, improvement and broadening of knowledge and skill, and the development of personal qualities necessary for the execution of professional and technical duties throughout the individual's working life". This wide definition is similar to that adopted by John Geale and Heather Cockett (1995) and clearly incorporates not only professional knowledge, expertise and competence but also the personal development of the professional.

In her comparative survey of four professions – architecture, engineering, law and pharmacy – in Denmark, Germany, The Netherlands, France, Spain and Portugal, Anna Hughes, not surprisingly, found it inappropriate to adopt a single definition of CPD or to emphasise the "planned" aspect of CPD. She took CPD as including "part-time degrees and diplomas for mature professional workers; post-experience training; inter-disciplinary skill learning, including languages, management, communication and presentation" (Hughes [1994] p.10).

CPD has to address the diverse needs of members of different professions working in different environments, at different stages of their careers and in a very dynamic context. CPD, therefore, may cover:

- professional knowledge and skills of each discipline
- managerial skills
- cross-cultural skills
- personal development and coping skills.

These will be considered later.

Challenges for the professions in Europe

The professions in Europe now face a rapidly changing environment with a variety of pressures and challenges. The implications of many of these changes have been studied by Jeff Watkins and researchers at the Centre for the Study of the Professions at the University of Bristol. To them, to other authors and researchers, to staff in professional associations, government departments and NARIC, and to my colleagues at Coventry University in law, European studies and international relations, I am grateful. This paper considers the impact of:

- **the European environment:** political developments, European Union membership and mobility and the recognition of qualifications
- **technological and scientific developments**
- **professional, business and organisational trends:** growth in numbers and new specialisms, women in the professions, globalisation and standardisation, changing organisational structures, and the management of professionals.

The European Environment

Political developments in Europe

In the last decade political change has transformed the European scene: the fall of the Berlin wall, the retreat of communism, the freedom for the central and eastern European states following the break-up of the Soviet Union, the changing role of NATO. This has created a new European environment. This has been accompanied by transformation of the economic scene. Capitalist market economies have replaced (with varying degrees of success) the command economies of the communist world. In considering these changes I have drawn heavily of the experience that my colleagues at Coventry University and I (like many other people) have had of working extensively in Russia and elsewhere in Europe.

This political and economic transformation provides new opportunities, new markets, new access to physical and human resources. However, it also involves different and largely uncharted environments, new competition, new work practices, new bureaucracies, uncertain currencies, poor infrastructure, and so on. Many German, British, French, Scandinavian and other western European organisations, companies and professions are working there, as are those from America and Asia. Conversely, increasing numbers of highly qualified people from central and eastern Europe are studying and working in the west.

The European Union and national governments have responded to these changes with programmes designed to facilitate the closer integration of western, central and eastern Europe. Notable among these have been the European Union's Tacis and related programmes, for example, Tacis Democracy, Tempus Tacis (for eastern Europe), Tempus Phare (for central Europe), the activities of the European Training Foundation, etc. National initiatives have included the British Know How Fund. The Scandinavian countries have been particularly active in the Baltic States and in north-western Russia, and Austria and Germany have built on old links in central Europe in Hungary, the Ukraine and Russia.

Over the next few years, further developments are likely. Some central European states, perhaps Hungary, Poland, Czech Republic and Slovakia, are likely to come into the European Union Socrates and Leonardo programmes soon en route to membership of the European Union next century. These changes involve continuous adjustment for many professionals.

European Union membership

British membership of the European Community since 1973 has influenced not only our political and legal institutions but also how we engage in business as employers, employees and consumers. Professionals are often particularly exposed to these changes. The European Union has increased awareness of "divergencies" between professions in different countries, for example, between pharmacists in Portugal and Denmark (Hughes 1994, Hughes and Thomas 1996), and of the possibility of "comparative studies" as a basis for development. "Competition", and possible "domination", may be feared. Much will be left to market forces but, for example, the European Patent Agents Association has limited advertising of services for fear, it is said, of domination by strong British and German firms. The European Union has facilitated "transnational collaboration" between firms, to enable "Europe plc" to compete more successfully on the global market, and also between professional associations to promote a European market for their members. Many European networks exist to bring together organisations and people with similar interests.

The European Union promotes collaboration on its many programmes, which include the large research budget (principally for advanced science and technology), programmes for economic regeneration (like the European Social Fund and the European Regional Development Fund), and the education and training programmes, such as Socrates and Leonardo. These, together with other changes in university courses, have an impact on "recruitment" to the professions. Since 1987 university students across the European Union have had more opportunity to study languages and to study, or do a work placement, in another country, as well as having more European content in their degrees. Student societies like ELSA (European Law Students Association) are active. Such graduates bring different attitudes and skills into their professional roles and are creating a European workforce.

In addition to these matters, the European Union has created a new multi-tiered framework for decision-making. Matters may be decided, or the decision influenced, at regional level (the Europe of the Regions), at national level in each Member State, at European level in Brussels or elsewhere, and occasionally at an international level. Organisations have to operate in this new scene and need expert advice. This new professional expertise is termed by Professor Brian Hocking as acting as an "agent of access". It involves an element of political consultancy and lobbying but is undertaken in conjunction with substantive professional skills in the appropriate field. Some large international legal and accountancy firms have developed this expertise and other professionals will follow.

Mobility and recognition of qualifications

The Conference Organiser asked me particularly to consider mobility of professionals and recognition of qualifications in the European Union.

The European Economic Community was established in 1957, the United Kingdom joined in 1973, the single market was completed in 1992, yet the European Commission in the White Paper (1996) *"Teaching and Learning: Towards the Information Society"* states: "It is today striking to observe how much easier it is for goods, capital and services to move around Europe than it is for people and knowledge" (p.7). Each Member State retains its own system of education which leads to its own qualifications. This complicates the recognition of academic and professional qualifications in other European Union countries. The Treaty of Rome guarantees the freedom of citizens of every Member State to seek work, to work, to provide services or set up business elsewhere in the European Union. The single market – an area without internal frontiers where there is free movement of goods, persons, services and capital – now covers the 15 European Union states and, for most purposes, also Norway, Iceland, and Lichtenstein in the European Economic Area (EEA). The European Union has enabled many firms and organisations employing professionals and offering professional services to operate in a European market. For professionals, their employment and self-employment opportunities often depend on recognition of their qualifications. The Dearing Committee (1997) commissioned a special report (Report 11) on the relationship of qualifications in the United Kingdom and continental Europe and has made recommendations principally to ease recognition of British academic qualifications.

i) Where the activity is not a regulated profession in the host state

Many professionals in scientific, technological, IT, financial, business and other sectors are not in "regulated professions". Where the profession is not regulated in the host country to which the professional wishes to move then the recognition of qualifications is covered by the general provisions of the Treaty of Rome on mobility (Articles 48 and 52, as interpreted in "Vlassopoulou" [1991] ECR 1-2357, etc.), but is not governed by the directives on the recognition of professional qualifications. Neither is the recognition of academic qualifications by a university or firm in another state. The assessment of their qualifications and competence is judged by their prospective employer, etc. in the normal way and their right to work in the Member States is protected.

NARICs: When applying for work or for a place on a university course issues about recognition and proof of qualifications may arise. These can often be dealt with by an experienced employer or admissions officer. However, if there is a problem, the European Union network of National Academic Recognition Information Centres (NARICs), established under the Socrates programme, can help. NARICs offer advice on recognition of qualifications both generally and in particular cases, to students, universities, employers, the professions and others. They have large databases and excellent contacts and can indicate where a foreign qualification fits into the home country's qualifications and its equivalence in the host country.

In the United Kingdom, the Department for Education and Employment has appointed ECCTIS in Cheltenham as the United Kingdom NARIC (in succession to the British Council) from 1st April 1997. Their information service is available free of charge (except for difficult enquiries) and they are producing a new CD ROM and other information on qualifications. NARIC may be contacted at:

United Kingdom NARIC, ECCTIS 2000 Ltd.,
Oriel House, Oriel Road, Cheltenham GL50 1BR
Telephone: (01242) 260010, Fax (01242) 258600,
Email: 106736.2043@compuserve.com

and this is managed by Dr. Cloud Bai-yun. She will be pleased to provide additional infor mation about NARIC's services. In July 1997, although business had only recently been transferred, the United Kingdom NARIC dealt with a total of 1625 queries on recognition of qualifications in the United Kingdom. Of these 342 were from universities, 1089 from individuals, 22 from refugee agencies, and 172 from embassies, other NARICs, British Council offices, career and employment agencies.

ii) Regulated professions

Obstacles to mobility remain, however, in the substantial group of regulated professions where the recognition of professional qualifications is vital. The professions which are regulated are determined by each country and there are big variations. From its earliest days the European Union has sought to clarify by directive rights to practice and provide services in a Member State other than one's own. Since 1964 there have been over 60 directives concerning the mutual recognition of qualifications. Now Article 57 of the Treaty on European Union 1992 (the Maastricht Agreement) empowers the Council of Ministers to issue directives for the mutual recognition of diplomas, certificates and other evidence of formal qualifications, and for the coordination of national provision relating to the taking up and pursuit of activities as self-employed persons.

> "The challenge to Community policy in this field has remained unaltered since the signature of the Treaty of Rome: how to resolve the inherent conflict between national educational systems, the diversity of which testifies to, and preserves, national identity, and, the right conferred upon every European citizen to exercise his or her profession throughout the Union. This conflict centres upon the need to possess a qualification for the exercise of a regulated profession, which is defined through reference to the national education system of the host Member State."
>
> (European Commission *"Report on the General System for the recognition of Higher Education Diplomas"* [1996] p.2)

Sectoral Directives

In the case of professional qualifications the first approach was to negotiate harmonisation of basic training in all Member States so that the outcome would be a qualification recognised by all. This approach, apparent in directives from the mid-seventies to the mid-eighties, was for "Sectoral Directives" specific to a profession and produced after committees had considered comparability of qualifications. These focused on establishing minimum training standards (i.e. comparable qualifications) in individual professions. There are seven professions covered by Sectoral Directives: doctors (1975 and 1993), general nurses (1977), dentists (1978), veterinary surgeons (1978), midwives (1980), architects (1985), and pharmacists (1985).

In these professions recognition of qualifications to enable the person to be licensed to practise in another Member State is in principle automatic. (This covers the basic qualification, not necessarily specialisms.) There is a contact person for each profession in each country and in the United Kingdom the relevant professional associations – the "competent authority" - are very familiar with the procedures.

For example: General Nurses

The United Kingdom Central Council for Nursing, Midwifery and Health Visiting is responsible for the professional register of nurses and it deals with all registration issues for nurses moving to or from the United Kingdom.

General nurses are covered by Sectoral Directive 77/453/EEC which introduced a standard syllabus across the European Community in 1979. So, a nurse who qualified as ageneral nurse in Belgium in 1990 is entitled to be registered in the United Kingdom, provided the necessary forms are completed and evidence of qualifications is provided. This is automatic registration based on the nursing qualification. There is not even an English language proficiency test. This is a matter for the employer. (Other directives apply to other nurses.)

Nurses are a mobile occupational group. At present there is a shortage in England and nursing agencies are recruiting in the European Union on a substantial scale with particularly large numbers coming from Scandinavia, especially from Finland and Sweden. This is evidence of labour market factors leading to mobility of professionals.

General Directives

These comparability exercises leading to Sectoral Directives were arduous and time-consuming – that for architects took 17 years to finalise.Therefore, a new approach was adopted which is based on mutual recognition. By the late 1980s the Member States and their professional and higher education institutions had worked together and knew much more about each other's systems.The first General Directive 89/48/EEC established a general system for the recognition of diplomas awarded in the European Union on completion of at least three years of higher education. It applies where there is no Sectoral Directive and is based on the simple idea that if a person is qualified to practise a profession in one Member State, he or she should be entitled to do so throughout the European Union. It relies on:

- the principle of mutual trust between Member States;
- the principle of the comparability of university studies between Member States;
- the mutual recognition of diplomas without prior harmonisation of the conditions for entering and pursuing professions, and
- the principle that divergence between Member States on training will be offset by vocational experience or, if this does not resolve it, by "compensation" by an adaption period or an aptitude test. (Dearing Report [1977], Report 11, p.71-2)

A similar approach was adopted in the second General Directive 92/51/EEC for vocational qualifications involving up to two years, or no, higher education. This is outside the scope of this paper, but it should be noted that the systems interlink and can cope with situations where a profession falls into one category in one country and the other in another. The two General Directives and systems for the recognition of diplomas mean that any European Union national has the right to have professional and vocational qualifications obtained in one Member State recognised in another with appropriate arrangements where there are divergencies.

Under the General Directives appropriate professional associations in the United Kingdom are appointed as the "designated authority" and are responsible for processing applications from professionals qualified in other Member States. The migrant applies with evidence of professional qualifications and experience and the application should be dealt with in four months, though it sometimes takes much longer.The European Commission commented:"It is noteworthy that the application of Directive 89/48/EEC to teachers in the United Kingdom has raised few problems; in other Member States, where there is a surplus of teachers, the application of the Directive has given rise to a considerable number of complaints." (EC Report [1996] p.6).

Genuine differences between the role, structure, regulated status, and mode of recruitment to professions in different Member States do give rise to problems, but the Directives provide a framework to resolve them.

For example: Solicitors

Lawyers are perhaps the most difficult group when it comes to recognition of qualifications as so much of their subject is specific to a jurisdiction. If a lawyer who is qualified to practise in his or her own country, for example, as an abrogado in Spain, wants to qualify as an English solicitor, he or she applies to the Law Society and the application will be considered under the Qualified Lawyers Transfer Regulations 1990 which implement the first General Directive and also deal with lawyers from outside the European Union. Because of the distinctiveness of English Law he or she could expect to be asked to sit examinations in English Law(Contract, Tort and Criminal Law), Property Law, and Accounts and Ethics. (Applicants from Scotland, Northern Ireland and Ireland have to do fewer examinations, if any). The migrant may also be asked to take an oral examination in English. After passing the examination, the migrant would normally be required to be employed in a firm of solicitors for three years before setting up their own practice.

Most European Union lawyers who want to practice in England make the decision either for family reasons, or because of the volume of commercial work undertaken by the big English firms of solicitors, particularly in London.

National Coordinators: Each Member State has a contact point, a National Coordinator, to implement the schemes and to assist citizens seeking advice about the Directives or support for their case. The United Kingdom National Coordinator for the first General Directive 89/48/EEC is in the Department of Trade and Industry and that for the second General Directive 92/51/EEC is in the Department for Education and Employment.

National Coordinators meet in Brussels about four times a year to discuss issues relating to the implementation of the Directives. This appears to be effective in monitoring the system. The Commission maintains active oversight of its operation, gathers statistics, identifies problems, and takes (or threatens) infringement proceedings against Member States who are slow to implement the Directives, or to process cases, or who adopt restrictive interpretations.

Statistics show a moderate level of use of the first General Directive 89/48/EEC. Applicants chose to move largely for personal reasons or where there was a big demand or good career reasons as, for example, for teachers or solicitors in England. In the four years 1991-94 inclusive over 11,000 people had had their diplomas recognised under 89/48/EEC. Almost 6,000 of these were recognised by one country – the United Kingdom! About 95% of migrants who applied across the European Union were successful. In considering these statistics, it should be remembered that, in addition, qualifications are often recognised under the Sectoral Directives for those seven professions, or without reliance on the Directives at all.

The network of NARICs across western Europe work closely with the National Coordinators in each country. Many countries use their NARIC to provide information to migrants under the Directives. This has not been the case in the United Kingdom, but I understand that this practice may be adopted. If so, enquiries in specific cases will be referred by the DTI and DfEE to NARIC.

Other measures

The European Commission is coordinating a European Union – Council of Europe – UNESCO Working Party (under the Socrates programme) which is considering the development of a transcript as a supplement to diplomas or degrees which would assist with recognition of qualifications for academic and professional purposes. In addition the growth of the European Credit Transfer System (ECTS) and its use for student mobility under Socrates, will encourage harmonisation of university degrees and diplomas.

However, as the market for professionals and professional services becomes more European than national in character, there will be increasing pressure for harmonisation of qualifications so that these are recognised across Europe. The Sectoral Directives furthered this. In addition, there is evidence that the first General Directive is also having this effect, for example, the "common platform" curriculum agreed by some professions in the European Union. The establishment of the European engineer (EurIng) qualification is significant. It also strengthens the case for recognition of an individual's national engineering qualification by another country under the General Directive (EC Report [1996] p.29).

Rapid expansion of technical and scientific knowledge

The rapid pace of development of knowledge, especially in science and technology, is well known and is, therefore, only mentioned briefly here. The speed with which specialist knowledge becomes out-of-date and new knowledge and specialisms emerge creates enormous challenges for society, for European and national governments, for business and other organisations, and for the professional experts who are at the forefront of these developments and of their exploitation for commercial advantage. The IRDAC Report (1991) highlighted the problem for European business and industry and the European Commission's White Paper (1996) described it as the first "factor of upheaval". The drive to enhance European competitiveness, and the awareness of the huge training and retraining task needed, have driven much of the drive for CPD for the professions and lifelong learning.

However, its impact is not confined to the manufacturing and business sector. The IT revolution is affecting us all. New technology and its applications also have implications for professionals in the public sector, including all sectors of health care and education. They too need to respond to the challenge.

Professional, business and organisational trends

Other speakers at this conference and many researcherss have drawn attention to the changes currently affecting business structures and organisations. These trends also apply to the professions. The Centre for the Study of the Professions at the University of Bristol, led by Jeff Watkins, has made this the principal focus of its research since 1991 and has worked with professionals, professional associations and other organisations. The following section builds on this research and considers these issues.

Growth in numbers of professionals and new specialisms

In western Europe, as elsewhere in the developed world, the numbers employed in professional occupations have increased substantially. This is through growth of numbers in established professions, the recognition of associate professionals (like nurses) as full professionals, increased specialism within established areas, (for example, in the medical and health care fields and in financial services), and the emergence of new specialisms. Professionals, defined according to the United Kingdom Standard Occupational Classification as one with a degree and a postgraduate professional qualification (and the equivalent elsewhere in Europe), "represented approximately 15% of the work force in 1990, by the end of the decade there will be an estimated 30% of the EC work force who can be classified as managers, professionals or associate professionals". (Watkins [1996] p.18). He summarises this trend as professionals moving from being a small elite to a dominant and diverse occupational group. Adapting to such growth and economic significance poses a challenge to professionals.

Over the years new professions have emerged in response to the social, economic, technological and business needs of the day. Watkins, Drury and Preddy (1992, p.8) identified five major phases when professional groups emerged: *the pre-industrial era* had lawyers, doctors and clergy; *the industrial era* in the nineteenth century led to civil and mechanical engineers, industrial chemists, accountants, bankers, etc.; *the welfare state* in the mid-twentieth century established social workers, teachers, nurses and other health care professionals and *the enterprise economy* of the late twentieth century led to the business and management professionals, with many specialisms, financial sector specialists, computer professionals. New specialisms are emerging in *the post-industrial era* in communications, broadcasting and the media, public relations and advertising, IT specialisms (such as software designer, network designer, IT manager, multi-media designer, language engineer), environmental science, such as consultants able to undertake and assess the environmental impact statements required for major developments and specialists to advise on pollution issues and waste management. New professions are emerging in tourism, hotel and leisure management – a rapidly growing field.

It is interesting to note how closely the growth of professions matches the development in the subjects taught in universities in the United Kingdom and in higher education systems (many of which retain the binary divide) across Europe. This underlines their potential as providers of CPD.

In central and eastern Europe some specialisms that are well-established in western Europe hardly existed but are needed in the new market economies. In the 1990s this has presented huge business opportunities to western professionals. However, many Tempus projects have been geared to developing such specialists in these countries with considerable success. This will change the market.

Women in the professions

The number of women in the professions has increased rapidly. In law, medicine and pharmacy, women now form the majority of new entrants in the European Union. In addition to professions which traditionally have had a high percentage of women (nursing and school teaching), the number of women has grown significantly in most areas – both in new fields like the media, public relations, and financial services and also in traditionally male dominated professions such as banking and accountancy. Exceptions to this in western Europe are engineering and science, despite national campaigns to encourage recruitment like WISE (Women into Science and Engineering). In constrast, in Russia many women became engineers, but this pattern is changing as political and economic factors curtail these opportunities and open new ones. One example is a woman engineer in St. Petersburg, who after becoming unemployed retrained as a linguist and tourist guide. In Moscow State University some linguists are studying public relations on a course which draws on western experience.

Many factors have contributed to this trend: equal opportunities and equal pay legislation and policies of employers; greater access by women to higher education; changes in expectations and careers advice to women at school and university; similar curricula for boys and girls at school; contraception and changed domestic arrangements; growth of part-time work at professional levels; and changing social attitudes. There is variation between European countries, particularly among older women. In the Scandinavian countries women professionals have long been successful. In Spain the growing role of women in a wide range of professions is a big change which has followed the political, economic and social changes after the Franco regime and Spanish membership of the European Union. However, while more women in the United Kingdom are being appointed to senior positions, top positions (even in professions where women predominate) are disproportionately filled by men.

Globalisation and standardisation

The communications and IT revolutions and the changing political scene (with the end of the cold war and the decline of communism) have created a new global environment in which the professions operate. The increase in "knowledge workers" is taking place not just in Europe, the USA, Japan and other developed countries, but also in the tiger economies of the Far East, in India and many developing countries. As graduates are the starting point for professionals, statistics on university graduates are helpful. In 1986 the world production of graduates was:

Europe	14.5%
USA and Canada	23.4%
Japan	4.1%
Rest of the World	58.0%

(Johnson 1991, quoted Watkins [1996] p.20-2)

By 2000 it is estimated that 70% of graduates will come from the "rest of the world". Furthermore such students often choose professional and vocational subjects, like law, medicine, engineering, business studies, information technology or automotive design. There has long been a global labour market and, for example, physicists from Russia, software designers from India and Russia, nurses from the Phillipines and Ireland, and teachers from Jamaica go to work in western Europe or north America. The trend will be movement from developing to developed countries with a high GDP, good environment and services and political stability.

At the highest levels, professional services have operated in a European and global market for decades. This trend is growing. Clients seek professional services in the European Union or USA and large multi-national businesses working across the world, wherever business makes it worthwhile, offer intense competition to local firms. Major legal and accountancy firms have developed international expertise and offer a huge range of business related services in many countries.

In this global market, standardisation is vitally important. Whether one is talking about "electric plugs" or about "international accountancy standards" it is one of the most important issues affecting international trade. This gives importance to organisations and professionals concerned with standards (such as the European Commission for Standardisation, International Standards Organisation, assessors and quality assurance engineers). Increasing standardisation in professional services comes both from market forces (from the companies engaged in international trade) and international politics. Increasing standardisation provides consistency, facilitates comparisons and statistics. It smoothes the path of multi-national operations. Thus major accountancy firms offer consistent services wherever they operate. This helps them to dominate the market.

Changing organisational structures

Professionals are experiencing the impact of rapid changes in organisational structures. The trend is from large to medium sized, from public sector to private sector, and with new patterns of organisation of work. (See generally Watkins, Drury and Preddy [1992] and Harvey [1997].)

Most professionals are employed in large organisations in the public and private sectors: in large companies, such as IBM or Du Pont, large professional firms such as KPMG, or large public sector organisations such as the NHS or local authorities. During the twentieth century big organisations have tended to have a hierarchical structure like a multi-layered pyramid. Today such structures are unnecessary with new technology and are considered too slow, inflexible and "remote" in their response to customers. This is all the more important as customers exercise the wide choice open to them in increasingly dynamic markets. Customers can shop around (and not just locally) and often have access to comparative data. Customers can be fickle, demanding and can complain to the organisation, the profession, the media, or even go to law. "Customer" is now widely defined and in the public sector includes patients, students, social work clients, etc. Reorganisation during the 1990s has resulted in many becoming smaller: "down-sizing", or being broken into several parts, or changing through the privatisation of a formerly public sector operation. Many organisations are reducing the hierarchical layers – "delayering" – and devolving decision making. They may work through smaller business units or centres, while retaining essential central services. Organisations may adopt an "internal market" structure and "trade" resources, services, etc. within the organisation.

Organisations may go further and decide to "outsource" a service like IT, publicity or design. Developments in IT are facilitating the trend towards contracting for services and using consultants. It is considered cheaper and offers more choice, but it must be well managed. If contracting out continues, some predict that the growth in the fee-earning professional sector could be substantial. Something similar is happening in the public sector with extensive use, for example, of freelance "agency" nurses. Similarly in further and higher education in the United Kingdom there is increasing reliance on staff who work part-time or who are on short contracts.

The implications for professionals: Organisational change will continue and professionals need to learn "to live with change and uncertainty". Functional flexibility and additional expertise will give a quicker and more effective response to the customer. It will also enhance the professional's value – as where an accountant contributes to business planning and risk assessment or a school teacher develops management skills. "Team working and project management" will be important as *ad hoc* teams are used for particular tasks.

Consumerism will make professionals in all fields increasingly "accountable to internal and external customers". Providing the desired service or product, customer care and excellent interpersonal skills are important. Quality approaches like BS 5750 may be helpful. Professionals can expect to be "accountable", not just to the customer, but to employers (through performance targets and appraisal) and to government and the public (through targets and league tables).

Many mature professionals, who always expected to work for a large organisation, and many young professionals will work as "independent contractors or consultants". They need to develop a range of "business and personal skills" to enable them to run successfully a firm offering professional services and consultancy in insurance, IT, law, accountancy, advertising, product design, marketing and other fields.

Management of professionals for wealth creation

The expertise of professionals is increasingly important in wealth creation and the development and exploitation of professionals' skills is seen as vital to European competitiveness. In the past many professionals tended to distance themselves from the wealth creation process. However, with over 15% (and rising) of professionals in the workforce and with the pattern of economic activity, this is no longer possible. It now affects teachers in schools, colleges and universities.

There is emphasis now on *managing* professionals to maximise performance and "add value". Professor James L. Montrose, an outstanding academic lawyer earlier this century, described the professional path as moving from *academic* knowledge to *professional* application and to creative understanding and activity. Today this involves *managing* professionals who have the expertise so that they can *apply* it professionally and collaborate with others to benefit the organisation or firm, and so that some, at the highest level, will use their knowledge *creatively* with a wide awareness of professional, organisational and business possibilities. Watkins (1996, p.25-7) identifies four levels of contribution that a well managed professional can make to the organisation. The first level – *cognitive knowledge* – represents basic knowledge of the subject. At the second level – *applying knowledge* – the professional applies that knowledge in the workplace, the most widespread value-adding contribution from professionals. *Integrated knowledge* – the third level – is when the professional can apply the know-ledge with a deep understanding of the organisational structure and systems, able to work across disciplines and in teams and to use the latest technology. Finally, *dynamic knowledge* involves the ability to use the knowledge at the earlier levels to find creative solutions in fast changing environments.

While emphasising the importance of managing professionals, Watkins indicates that business and other organisations are not necessarily very good at it. It involves managing talented and often creative people. Given the growing importance of knowledge workers, managing them effectively is an important area of study. When creative experts are managed successfully, as at Microsoft, the results can be remarkable.

The implications for professionals: The drive for added value means that professionals are likely to face more demanding tasks, pressure to meet *performance targets, appraisal systems,* and *new pay structures* based on performance. To maximise profit, more of his or her time will be devoted to productive work requiring high level skills (with IT or other staff doing the less demanding tasks). This is as true in hospitals as in busy firms or professional practices. Changes in medical and surgical techniques have enabled much more intensive use of doctors' and nurses' time. Pressure to be productive may also raise *ethical issues* – situations in which the professional association may be able to advise the individual professional.

Professionals are now very much part of the business and expected not just to offer advice, but to contribute to business planning and decisions and to share risks and profits. Although in some ways this has long been true, the business pressures to obtain contracts, satisfy clients and to deliver the results at a profit are more intense. *The professional needs to be able to cope with high level work, to develop additional skills, to be able to work across discipline borders, to be adaptable and to be able to cope with the pressure.*

Continuing Professional Development to meet these challenges

This section considers, briefly, the competencies needed by professionals in Europe today. Much CPD to meet these needs will be provided by the professional's own efforts, as well as by the employer and a range of external providers. Given the challenges, it is particularly necessary that the professional takes responsibility for his or her own personal development and career planning. In this the professional association can assist. More uncertain is the role of European universities in providing extensive CPD.

Competencies needed by European professionals

To survive and succeed, professionals in Europe need a wide range of skills. The following headings indicate what is likely to be required. They provide a basis for individual professionals, and their employers, to identify their needs more precisely. The needs will, of course, vary according to the pattern and stage of the professional's career and should include preparation for new responsibilities as careers progress.

i) Professional knowledge and expertise in their discipline

This is the professional's core asset. It is therefore, important to:

- *up-date expertise.* Though most obviously needed in fast-changing technological and scientific fields, this applies to all professionals.
- *specialise.* It is valuable to gain deep knowledge in certain areas of one's subject. This may include additional qualifications.
- *broaden knowledge.* This will include studying aspects of a subject not covered in initial training.
- *knowledge of other disciplines or skills related to one's work.* It is valuable to understand related disciplines and to be able to incorporate this into one's work. Many professionals really have two professions, for example, teachers need knowledge of their subject and of teaching and senior accountants need knowledge of accountancy and of management.
- *retraining.* This may be forced by circumstances or chosen voluntarily to take advantage of opportunities.

ii) Managerial skills

The changing pattern of professionals' careers has made this broad group of skills very important.

- *management of projects, people, money, resources, etc.* To varying extents, and with varying levels of responsibility, all or some of these are needed.
- *marketing and public relations.* Understanding and skill in these subjects is needed both inside and outside the organisation.
- *interpersonal and communication skills.* Many professionals fail in these basic skills with adverse effects on their career.
- *teamwork.* This is part of modern patterns of work.
- *business awareness.* This is an aspect of the wider role now expected of professionals.
- *cross-functional skills.* Being able to work effectively with other professionals is necessary for many professionals. Being able to select, instruct and monitor the work of other experts is also important.
- *senior professional roles.* Senior professionals often have wide strategic responsibilities in their firm, their profession and in policy-making circles. The forms of CPD undertaken may be very different at this stage. For example, prior to the extension of mandatory CPD in 1998 to longer-qualified solicitors, the Law Society has commissioned research into what is appropriate.

iii) Cross-cultural skills

In the European context, cross-cultural skills are particularly important to enable professionals to work abroad and to collaborate and do business with professionals in other countries. Hughes (1994) identified these skills and her research emphasised their importance.

- *languages.* English may be the global language, but additional language compet-ency brings benefits. The European Commission is aiming for mother tongue plus two as an appropriate level for all Europeans, including professionals.
- *cultural knowledge, etiquette and ease of settling into a new environment.* This complements linguistic knowledge, but it is also independently valuable. It covers a broad range of understanding of another society. Even between countries in western Europe with considerable similarities and extensive contacts, this is valuable. For

example, managing a multi-national team on the Airbus project revealed different expectations as to the level at which decisions were taken. Between countries with large cultural and historic differences and comparatively little contact, cross cultural awarness is essential, for example, between European countries and Japan or China, or even between countries in western and eastern Europe. The development of cross-cultural studies as an area of research provides the basis for such CPD provision in many university language departments.

- *European and international outlook.* Interest, knowledge and a positive attitude are valuable to European and international activities.

iv) Personal development and coping skills

The changing pattern of professional life discussed earlier indicates that a wide range of personal development and coping skills are necessary for professionals today. Not surprisingly, these are somewhat similar to the qualities and skills which have been identified as needed by graduates by, for example, Hawkins (1995) and the Association of Graduate Recruiters in *Skills for Graduates in the 21st Century* and by Harvey Moon and Geale (1997) in *Graduates' Work: Organisational change and students' attributes.*

- *intellectual skills.* A range of competencies is needed including analytical skills, decision making, problem-solving, and creativity.
- *business and marketing.* These are important as more professionals will have to manage their own affairs.
- *flexible career plan.* Professionals need to formulate and periodically revise their career plans. Plans are important in an uncertain environment, but they should be flexible to cope with reverses and to take advantage of opportunities.
- *personal development plan and personal commitment to CPD.* Professionals need to take personal responsibility for their development, through lifelong learning. This is linked to career planning and highlights the need for professionals to develop good learning skills early in their careers.
- *self-reliance and self-confidence.* These vital qualities are often underrated.
- *networking, negotiation and political awareness.* These are key skills for the effective professional. Political awareness refers to developing excellent understanding of the structure and decision-making process in the professionals' organisation and in their professional and business environment.
- *balanced lifestyle.* The pressures of professional life can be extreme. To earn as much as possible is not everyone's goal. Each person has to consider issues of health and lifestyle and to take these into account at different stages of their career.

The Role for professional associations in CPD

Professional associations are a distinctive feature of the organisation of the professions. They differ in their roles and powers. As the professions adjust to the challenges in Europe today, CPD is becoming an increasingly important part of their role (Watkins, Drury and Bray [1996] p.49-63). The professional associations provide members with an additional point of reference in relation to CPD and can complement and supplement the role of the employer. The professional associations' role in relation to CPD is well exemplified in the "Framework" agreed by the Engineering Council and the engineering institutions.

The nature of the profession, and whether or not it is regulated, may influence the style of CPD policy adopted. Some of the regulated professions have made it "mandatory" or "obligatory" – *a sanctions model;* others rely more on persuasion and on emphasising the benefits to members and their employers – *a benefits model* (Rapkins, 1996). Even where available, sanctions are rarely enforced, but making CPD mandatory emphasises the value placed on it and Sir William Francis, speaking at this Conference, called for mandatory CPD in the engineering professions. However, the main thrust is towards encouraging activeparticipation. Geale and Cockett (1995) in *Achieving Growth* explored *(inter alia)* the factors which limited participation in CPD. These included apathy, family pressures, laziness, pressures of work, lack of financial support from employers, and a narrow view of what constituted CPD. Active support from colleagues and employers and more information from professional associations were factors which would increase participation in CPD.

What is the role for European universities in providing CPD?

Many European universities are now increasing their provision of continuing education and are, in the words of the European Memorandum on Higher Education (1991), creating "a new balance between initial and continuing education". In their paper, *Cultural Influences on the Professions in European Union Countries and their Implications for CPD,* Hughes and Thomas (1996) explored the role of European universities in providing CPD for the professions.

There is a *large and growing market* for CPD for the professions. It is one response to the many challenges facing professionals and their employers in Europe today and there is a market at *regional, national, European and international levels.* The on-going needs of current and new generations of professionals ensure that there will be *continuing demand.* CPD is an *investment* by the individuals and their employers in the public and private sectors who can be expected to pay appropriate fees. Thus, such CPD can *generate income* and be self-financing or profitable.

There is also a close match between the provision of CPD for the professions and the role and resources of European universities. It was noted earlier how higher education curricula had expanded over the years in line with the growth of new professional disciplines. Universities have long been the providers of most *initial professional education* and have developed contacts and experience of working with the professions. They have the necessary *teaching skills, resources and facilities* and their staff have *expertise and undertake research* in the subjects. Furthermore, with their spread of subjects, universities can offer the *multi-disciplinary expertise* and provision required. Universities have extensive *European and international links* and will bring that wider dimension into their CPD provision and can also develop collaborative programmes with universities in other countries, involving, for example, exchanges of staff or multi-national courses. Universities can offer *degrees, diplomas and credits* to recognise the achievement of students. While the pattern of awards varies from one European country to another, the systems for awarding credits are becoming more flexible and more harmonised. This trend has been greatly encouraged by the widespread adoption of the European Credit Transfer System, the subject of Professor Jouve's paper at this Conference.

Developing extensive CPD for the professions will benefit universities. Not only does it provide an additional source of income but, through the preparation and delivery of CPD, and the contacts with professionals and their employers, it offers excellent *staff development* and research opportunities for the university staff and benefits for all their students. It may also lead to *research and consultancy* opportunities for the member of staff or others in the university.

The reality, however, is that few European universities provide extensive CPD for the professions. There are organisational obstacles and shortcomings, constraints associated with staffing and a lack of commitment and leadership. There are some successes, particularly where the universities build on their academic strength and cooperate with the professional associations and the employers. To mention two at opposite ends of the scale: the SLS (Servicing the Legal System) programme at the Queen's University of Belfast has provided a small but comprehensive programme of continuing education and publications for lawyers and others since 1979, and the Politecnico di Milano in Italy, whose approaches were described by Professor Roversi (1996), provides one of the largest and most impressive CPD programmes in engineering in Europe.

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CPD – A view from industry

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Introduction

Following the AGM of your Association there have been two days of intensive talks and workshops with presentations and debates on many aspects of Continuing Professional Development.

This morning, in putting forward - "A View From Industry" - you will recognise that whilst CPD is Continuing Professional Development, industry is concerned with the totality of CPD - namely, Continuing Personal and Professional Development, (CPPD). In making this presentation, we have drawn, not only from our personal experience in industry but have carried out a number of case studies and investigations into companies involved in a wide range of activity from consultancy and construction to manufacturing and electronics.

We shall review the past and the present practices in industry and shall postulate the changes that could take place in the future. We shall comment on the extent to which changes in technology, industrial structure, market forces and materials have resulted in changing culture and developments within industry as well as changing management and personnel policies. All of these changes have greatly affected employers and managers attitudes to continuing personal and professional development.

Many companies we contacted believed that CPD should be "from the cradle to the grave" - in other words "lifelong learning" throughout one's working life. It is this continuing development of knowledge and skills which provides the passport to success in the future.

Consideration will be given to the extent that the responsibility for CPD rests with the individual, educationalist, employers, professional Institutions and regulatory bodies. Finally, we will review the outcome of a survey involving leading companies to see what lessons can be learned in the future by HE/FE.

Past (pre 1964)

In the past, British industry was a fragmented structure in many sectors with a proliferation of companies and little market dominance in the private sector. There were over 100 iron and steel works, dozens of shipyards and a proliferation of collieries and manufacturing units. There was a large nationalised sector that accounted for some 55% of new construction work. New technologies were emerging but the Old Commonwealth was still our major international market with exports mainly from western ports.

CPD was essentially a personal effort with many people studying at evening classes and few proceeding to university. Education was usually regarded as a "one-off" and CPD was largely a personal endeavour with a dearth of suitable courses. A few leading electrical manufacturing companies - e.g. AEI/EEC, trained large numbers of college, student and craft apprentices. However, these were the exception in industry as a whole.

Employers encouraged indentureships and apprenticeships involving on-line training and in some cases part-time study. There was an expectation of "jobs for life".

The Engineering Institutions had routes to chartered membership for non-degree students and graduates with an accredited academic standard, time serving and experience.

There were deemed to be shortcomings in the level of industrial training and insufficient response from the self-regulatory bodies so that in 1964 the Industrial Training Act was enacted. This was unanimously agreed to by all parties in Parliament. A Training Levy was introduced based on payroll, in all companies, bar the smallest.

Post 1964

People were given greater encouragement to pursue internal and external courses aimed at Continuing Education and Training (CET) - now termed CPD.

The Educationalists responded to the Act by providing a proliferation of short courses. Employers, most of whom were subject to a wages levy to finance their industrial sector training requirement, responded by encouraging people to attend external courses or those in the newly established company training school. An emphasis was placed on graduate and management training courses.

The Engineering Institutions equally responded by arranging or approving suitable courses aimed at Continuing Education and Training. Training Boards having been very pro-active tended to proliferate and become beaurocratic. Most have been phased out except for a few - e.g. Construction Industry Training Board (CITB).

Regulatory influence was further exercised by the setting up of the Finniston enquiry which led in turn to the setting up of the Engineering Council in 1984.

CET Survey

A survey was carried out by consultants for the Engineering Council and published in *A Call to Action.* This gave a view from industry, at that time - about 10 years ago. The findings of the survey included the following:-

1. CET (CPD) was seldom treated in its own right.
2. Initial Foundation Education was usually dominant.
3. CET (CPD) was reactive and not pro-active.
4. CET (CPD) was rarely exploited to introduce new technologies to give competitive edge.
5. Performance reviews in industry were patchy.
6. As suppliers of CET (CPD), the Academic and Professional Institutions needed to market their products to stimulate demand.

It is interesting to review what has been achieved since this survey.

Present

The present industrial structure in Britain is far less fragmented with a few dominant companies established in large sectors of industry and commerce from electrical, mechanical, chemical and pharmaceutical products to transport and retail. The nationalised sector has been substantially reduced through the privatisation policy. The resulting fragmentation is now developing once again by merger and take-over into further areas of dominance.

Acquisitions and mergers have also contributed to the formation of the bigger battalions. Industry is more capital intensive with increasing changes in technology and the development of new materials - e.g. plastics replacing metal and wood.

Europe is now our prime market so that transport facilities have more recently been developed to service the East Coast and the Channel Tunnel.

People now have a greater recognition of the need for education and training and many more are taking advantage of the increasing opportunities for further and higher education. They have also recognised the need for CPD and a new approach is developing.

The educationalists have responded by providing a greater selection of academic studies with many courses lengthened or broadened as well as responding to the increasing needs of regulatory bodies.

More emphasis is now being placed on technician and graduate training rather than craft.

The Engineering Council has produced professional codes of practice on Risk and Environmental Issues, and on Ethics and CPD - 'spelling out' the obligations and responsibilities on registered engineers.

There have been new mandatory requirements such as the Environmental Protection Act and health and safety requirements which have placed further responsibilities on professional engineers.

The Government has announced the establishment of a skills ladder - so that every employee is encouraged to improve existing and acquire new skills. It is this Government's intention to increase the staying on rates at schools and colleges and to establish a new University for Industry.

Setting the scene

It is interesting to speculate which organisation or individual is really the prime mover in the development of knowledge and skills. The Government, the regulatory bodies, education authorities, academia - i.e. higher and further education, professional institutions, employers and individuals all have an important part to play.

The extent to which each "carries the torch" will depend on the perceived need, obligation, market forces, business objectives or personal motivation..

Successive Governments have introduced mandatory requirements when there has been a recognised need to increase standards since others have failed to do so. A few examples include:-

The Industrial Training Act - 1964
The Health and Safety at Work Act - 1974
The Environmental Protection Act - 1990

Regulatory bodies have been established to implement and monitor the policies contained within the Acts. We may yet see more legislation if all concerned fail to resolve a strategy for the future continuous professional development of knowledge and skills.

Educational standards should now benefit from the new focus and additional funding resources being considered by Government. There is a perception that universities fail to recognise that their market should focus on the future needs of industry and not be so centred on the feedstocks of A's, B's and C's at entry level.

Self-regulation has been imposed by many of the professional and craft organisations and by the vast majority of societies dealing with education, training and management development and associated technical skills. If self regulation fails to meet future needs this may pave the way for external action - e.g. by regulatory bodies of government.

Most employers recognise that the people in the company are the major asset, although not appearing on the balance sheet. There is a general awareness, therefore, of the need to motivate people but the degree to which this shines through in training and management development programmes varies tremendously between different organisations. In many cases training is regarded as a matter of *affordability* - carried out in good times but put to one side when trading is poor - e.g. "feast" and "famine".

There are few established mechanisms in place for CPD in the majority of companies although there is a general policy that all engineers should be encouraged to obtain registered status. In these cases, managers are frequently registered as mentors or supervisory engineers with the appropriate institution.

The progressive and forward looking companies however, vary the training and development programmes to suit the individuals potential and the company's future resource needs. The greater the growth rate of the company or the greater the change in technology the greater the emphasis on structured and assessable training and development linked to the annual appraisals of individuals and a competence framework.

These leading companies involve their managers as mentors. They encourage the development of a "learning culture" within their organisation. Self-development by the individual is perhaps the most vital element of the whole of this matrix. Clearly if the will is there in the person, then they will find a way in which to develop their knowledge and skills, even if it means moving jobs in order to be with the right employer with the best career prospects and an interest in motivating and developing people.

CPD & Business

Leading companies link CPD with Business Planning.The prime purpose of any business is to :"maximise the benefit to the shareholders in the longer term".

More recently many American companies have redefined their business purpose and some UK companies are following suit with the recognition that in maximising the benefit to the shareholders: "the business needs to serve all stakeholders i.e. shareholders, employees, customers and suppliers"

There is a disciplined structure of management whereby strategy is developed for the longer term and, within which, a business plan is established for the medium term and budgets are set on an annual basis. Tactics are mainly regarded as operational matters.

The business plan will be prepared within a laid down and approved policy and the objectives will be defined with regard to each prime area of activity. The level of turnover would be established for each activity together with the capital expenditure, profits, cash flow and the finance and funding requirements.The real balance sheet is the strength of the human and financial resources.

In some companies, the implications with regard to human resource needs would also be identified. The necessary funding and/or the human resource and specialist skill requirements for planned growth could well exceed the resources of the organisation and hence raise the question of the need for an acquisition, a merger or joint venture. The rate of potential growth within the business plan is not just a matter of identifying market growth and potential opportunities but of competitiveness and the ability to resource.

A detailed budget is prepared for each profit and cost centre identifying the type of activity and the associated turnover with the individual cost benefit implications. The capital expenditure requirements are identified, together with the anticipated profits and cash flow implications. The human resource needs, in some cases, are identified and have their impact on the personnel policies of recruitment, training and management development.

"Business is about Money and People."

CPD Risk Issues

Why should we bother with CPD in industry? Many companies still regard CPD as a matter of "affordability", but, what are the risks of not doing CPD? -

- Loss of knowledge and skills

- Loss of competitiveness
- Inability to attract the right people
- Potential liabilities
- The demise of the business

What is Risk?

Risk is sometimes defined as - "The Prospect of an Adverse Event".

The Health and Safety at Work Act was enacted in 1974. Under Sections 33 and 36 and other sections of this Act an engineer might be prosecuted for failing to apply sound engineering principles. The Engineering Council set up a working party in 1990 and the First Code of Professional Practice - on Risk Issues, was introduced in 1993.

A number of case studies were carried out before establishing the Code to identify the causes of major disasters. In most cases the major cause appeared to be lack of communication.

However, at the Hyatt Regency Hotel in Kansas City 114 people died, in 1981, when two suspended walkways in the hotel collapsed - the design of the suspension connections did not comply with the relevant Building Code - the decision to change the design was made by telephone, but was not documented and the structural engineer did not review the drawings carefully enough, that were sent back by the steel fabricator. The result was that the load on the upper deck was doubled since the two decks had not been independently hung.

In the Kings Cross disaster, in 1987, 31 died due to a complete lack of communication - no member of the London Underground was in the control room and much of the equipment was out of order. Neither was the PA system used at any time. Police radios did not work underground and there was no evacuation plan.

At Piper Alpha, the North Sea Platform, 167 died in 1988. Contributory causes were a breakdown in communications and in the Permit to Work system; at shift changeover - outgoing operators handed over believing the preventative maintenance was still on. Subsequently, the regulatory authority was transferred from Department of Energy to the Health and Safety Executive.

The Code of Professional Practice for Engineers and Risk Issues has 10 requirements as follows:-

- Professional Responsibility
- The Law
- Conduct
- Approach
- Judgement
- Communication
- Management
- Evaluation
- Professional Development
- Public Awareness

The Code incorporates the possibility of disciplinary proceedings if the provisions of the Code are not adhered to. We were both personally involved with others in drawing up this Code of Professional Practice and are, therefore, more conscious of the need to introduce regulatory requirements, when needed, to enhance standards.

Case studies

In order to obtain a first hand "view from industry", we contacted a number of companies during recent months to ascertain their attitude to CPD. We have also conducted several in-depth case studies in discussion with executives at Ove Arup, British Petroleum, BT, EEV (part of GEC), Rolls Royce and Tarmac. We regard, however, that these companies, each committed to a structured training and development programme, are in the forefront of the development of CPD in industry. It has been a privilege, therefore to co-operate with them in presenting the following case studies.

Arup

Arup is a progressive and visionary international multi-discipline consultancy organisation. The Company believes that people and innovation are their life blood and quality of work is paramount.

The organisation is probably best known for the design of the Sydney Opera House. They have produced an impressive range of projects and have an extremely high reputation in industry.

Arup is a private organisation owned by Trusts and are in the top 11 consulting engineering firms World-wide. They have a permanent world-wide staff of 4,700 in 60 offices in 50 countries, with 3,400 employed in the U.K. All staff receive a share of profits related to salary.

The company have 400 graduates under training and have recruited 151 this year of which 26% were females.

Arup sponsor undergraduates and the policy is to recruit top quality graduates. Over £1 million/annum is invested in graduate training. The initial training and development to Chartered Engineer status is a shared responsibility as are the CPD activities but staff also have a personal CPD obligation as members of professional institutions.

Staff appraisals are carried out at least annually. In these, competence is judged relative to a competency framework and skill needs. Personal development needs are also identified. There is an increasing focus on relating training and development to business plans.

They have established 30 global skills networks consisting of the leaders of groups within partnerships, who practice a particular skill. Their aim is to advance their particular skill by sharing know how and people skills.

The Project Management Skills Network has established a training programme of in-house courses based on the Construction Industry Standing Conference (CISC) level 5 NVQ in Construction Project Management. This is the first use of this national standard as encouraged by CISC. Arup regard it as suitable for chartered construction professionals in their late 20's to early 30's. Level 5 NVQ has a modular framework with the 14 modules forming the basis for short training courses.

Arup invite visiting experts from industry and the financial sector to participate in these courses but have now entered into a future partnering arrangement with the University of Reading for wider delivery.

As a result of these progressive policies Arup have a staff retention rate of 35% after 10 years. Most of the leaders in Arup joined the organisation as graduates.

British Petroleum plc (B.P.)

BP is well known as an international exploration, chemical and oil company. The company employ 56,000 people world-wide of which 15,000 are professional engineers.

They are currently recruiting 200 graduates per annum. BP has an overall growth target of 10% per annum. The company operate through discreet business units but applies group standards world-wide. There is a synergy in business units and skill transfers are encouraged.

BP's Chief Executive, John Browne, has said - "we have to retain our competitive edge in terms of technology amongst our scientific and technological staff in order to meet each specific commercial challenge".

Human resource planning is related to business plans and technical and managerial staff are motivated to achieve personal aims. BP have Intro-net Training Programmes and all key staff will be on the Internet by early next year.

All graduate engineers are actively encouraged, as a shared responsibility, to become chartered. A joint project management course with Shell is held in Scotland based on NVQ Level 5.

The Early Development Programme (EDP) is aimed at developing engineers in their early years in BP, initially, towards growth in skill, knowledge and experience in order to enable their professional development and appropriate membership of their institution.

BP's Individual Development Programme scheme (IDP) has been in operation for many years. The IDP scheme takes a pro-active approach to leadership development. The scheme provides BP with an efficient way of identifying high potential candidates for consideration for key jobs. There are currently 110 people on the scheme. They are essentially the fast trackers with potential ability for top management.

BP also have a dedicated LEAD Programme - Leadership, Enhancement through Assessment and Development. This is a one week long assessment half way through the IDP programme.

Between the ages of 24 and 48 an engineer could have been involved in 6 to 8 different jobs. It is likely that the executive directors of the company emerge in their early 40's from the IDP and LEAD Programmes.

British Telecommunications plc (B.T.)

BT is a prime mover in international communications. The company is renowned for the service it provides and for their advancements in research and development. In recent years, the company has not only improved its 'service' but also its competitiveness. The group employed 200,000 people five years ago but now employs 127,000, some 60,000 of whom are employed in the Networks and Systems Directorate. BT have met "Investors in People" requirements. They are using NVQ programmes for technicians and administrative staff and have developed their own programmes for graduates. Some 10% of BT's total budget is spent on training and development.

All staff in Systems Engineering have an appraisal at least every three months and an annual review. The culture is one of personal responsibility for one's own development. Systems engineering is a high growth business with some 5,500 people employed in research and development. 300 graduates and over 50 non-graduates are recruited each year and there is a strong commitment to personal and professional development. Some 60 apprentices were recruited this year being students of 16 to 18 years of age with GCSE C grade or above. The technicians training is a modern apprentice scheme where BT's performance criteria has been mapped against NVQ standards. Technicians spend one day a week at college during 'training'.

Graduates are encouraged to join the Institution of Electrical Engineers and to participate in their CPD scheme. BT have their own school for the development of knowledge and skills and a skills analysis is undertaken on each participant. Future skills needs are assessed with reference to the business plans. All Systems Engineering staff gain access to training and development needs from World Wide Web database. Some 250 students are pursuing an MSc. Course and over 70 have graduated so far.

BT is an exciting organisation operating in an area of high technology where there is a continuous up-grading of technical skills and knowledge. In Systems Engineering, there is a need for almost complete re-skilling in 5 to 10 years but also a need to hold back some skills for contingency requirements - dealing with computers, not millennium-compliant, is a typical example.

EEV Limited

EEV is a subsidiary of G.E.C. plc. It is one of the world's leading manufacturers of electron tubes and sophisticated electronic systems. The company employs over 18,000 people at three sites. Over 50% of their products are exported to mainland Europe, USA and Japan.

As a world leader in technical innovation, they have always placed great emphasis on the training and development of their people. The company holds 7 Queens Awards for Technological Achievement. In 1995 EEV decided to follow the IEE CPD scheme. It registered their programmes as building blocks for the company's training activities. 98 courses were organised into programmes incorporating a wide range of technical, supervisory and management skills and knowledge requirements. The individual is required to establish a log book to record training inputs, assignments and appropriate supporting documents.

EEV have a very effective tutor/mentor system. On joining the company, a graduate sits down with their tutor/mentor to draw up an agreed training programme. This will include an introductory course to management. Performance appraisals take place once a year.

EEV maintain a positive approach to CPD to keep in the world leadership class. Training plans are monitored and prioritised in conjunction with the company's business plans.

Rolls Royce plc

Rolls Royce as a name is synonymous with "superb quality" and "integrity of product". The company is now mainly involved in the design and manufacture of aero engines - the car division having been sold to Vickers. Rolls Royce had a turnover last year of £4,291 million of which £2,959 million was in Aero Engines (AE). AE currently employ 26,600 of whom 7,180 are qualified staff. They have recruited 208 graduates in the UK this year. The company's corporate profile states:-

"Rolls Royce is a world-leading power systems business meeting the needs of customers, shareholders and employees for the next century." 80% of the company's sales are outside the United Kingdom. Rolls Royce is committed to CPD and is heavily involved with the higher and further education sectors. Examples of good practice in its CPD programmes include:-

- The company takes part in the Institution of Mechanical Engineers monitored training scheme for its aspiring and qualified Chartered Engineers.
- IGDS (Integrated Graduate Development Studies) programmes run by Warwick University and by a consortium of University of West England and Heriot Watt University.
- Business Leadership programme run in conjunction with the London Business School.
- MBA programmes run in conjunction with Newcastle, Loughborough, University of West England and Strathclyde University.

- Technical programmes run on own or university premises by Cranfield, Swansea and Loughborough.
- Purchasing Training Scheme in conjunction with Staffordshire University. This links the new industry procurement standards (NVQ linked) to the company's business needs.
- Programmes supported by local Further Education providers.
- Most sites have learning resource centres and distance learning in-house training packages and being developed.
- Customers and suppliers are involved in the training and there is a suppliers assessment and ranking scheme.
- A pilot scheme involving the Intranet is taking place.

Tarmac plc

The Tarmac group is a well established and highly regarded organisation in the field of construction services and materials.The group employed 24,000 people and had a turnover of £2.6 billion in 1996. Tarmac Construction Services employed 12,350 people and had a turnover of £1.5 billion in 1996.

Tarmac's core values are *customer focus, quality and innovation*. These are monitored under key performance issues of business results, customer, safety and quality environment. Human resource needs are an integral part of business planning. Tarmac's approach "Key Themes for World Class Status" provides a strong focus which forms a basis for training programmes linked to competence requirements. The company's dedicated approach is based on the needs of the business and the customer, whilst optimising the potential and opportunities for their people. For each individual, specific goals and performance levels are set, achievements are monitored and each has an annual appraisal.

Administration staff and secretaries benefit from NVQ training programmes. Over 100 undergraduates receive industrial experience each year, of which, 65 are sponsored for £1,000 per annum.

Tarmac is justly proud of their policy of training and development. Graduates have a two week induction course and later attend the company's Group Development Centre (GDC). A mixture of external lecturers and in-house staff provide a range of courses varying from technical skills to senior management training. The in-house training in the GDC exceeded 10,000 man days in 1996. Graduates selected for the Executive Development Programme (EDP) will then attend external management courses. The overall approach to training and development is summarised as follows:-

- Development of employees to ensure that they are working towards their optimum ability within a framework of competencies compatible with the tasks they are carrying out and relative to their future potential.
- Ensuring that candidates for professional qualification are equipped with the competencies and skills required by the examining/reviewing bodies.

Higher and Further Education Survey

Educationalists have an opportunity and responsibility to co-operate with industry and the professional institutions in promoting and developing CPD. It is important, however, to recognise the current perception in industry of HE/FE's current contribution. A recent survey identified the following:-

- HE/FE provided input into CPD in most of the firms.
- Majority found new technology used and HE/FE up to date.

- All said HE/FE contribution could be improved.
- 78% did not think HE/FE understood Industry's problems.
- Most said staff visits/attachments help understanding.

Future – the way ahead

It is apparent that what Industry expect from HE/FE is:-

- **U**se latest technology when teaching CPD subjects.
- **P**lease identify what industry needs.
- **D**evelop more modular and flexible courses.
- **A**void over-emphasis on academic aspects.
- **T**rain CPD staff by industry visits/attachments.
- **E**ncourage staff interchanges with industry

Industry recognises the need for a balanced academic and practical training but also needs people who can communicate, motivate, have commercial acumen and leadership qualities.

We have demonstrated that whereas the responsibility for CPD must rest essentially with the individual. The Government, regulatory bodies, higher and further education, professional institutions and employers all have an important role and responsibility.

- Government can introduce statutory requirements, if necessary.
- Educationalists can join with institutions in considering post-graduate training and collaborate with industry in satisfying their needs.
- The Engineering Council and the professional institutions can pursue self-regul tion by setting the appropriate standards and levels of knowledge and skills to satify competence to practice in specific areas.
- Employers in pursuit of their overall business objectives, can influence and oversee CPD programmes of employees and, with mentor support, "thumb print" their experience.

Companies have greatly increased their investment in management development over the last 10 years. Leading companies, especially those in sectors where there is an increasing rate of change in technology, have recognised that CPD is essential to maintain their competitive edge and corporate growth. In the next decade, it is likely that CPD will become a mandatory requirement for continued membership of a professional institution and renewable degrees may be introduced. Statutory licensing is likely to be introduced in the engineering profession and possibly in other sectors. This is hardly a surprising development since doctors, lawyers, airline pilots and many others are licensed to practice so why not registered engineers?

Accreditation of competence to practice will no doubt be required. There will, therefore, be a prior need to assess knowledge and skills and to accredit them. These requirements could become the responsibility of regulatory authorities, set up for the purpose, as has already happened in some sectors. Alternatively, the professional institutions could take the lead in a pro-active stance towards self-regulation.

The Individual

Industry would generally support the Engineering Council's view that the central aims of continuing professional development are to contribute to business performance and to enhance individual career prospects. CPD is essentially the responsibility of the individual and, having in mind the joint aims, then CPD becomes a common objective.

Individuals must seek, throughout normal experience and career progression, to keep abreast of changes affecting their current areas of responsibility whilst, at the same time, acquiring other knowledge and skills which can affect their ability to perform and progress further in their career, either by external studies or on-line experience. Individuals have the responsibility to plan their own CPD and ensure that it is carried out, where possible, in conjunction with their employers. They should record their CPD in accordance with their institutions requirements and provide a written record and evidence of their CPD activities and achievements.

Above all, individuals have a personal responsibility and obligation towards their family, and to society at large. The need to optimise their ability to contribute and perform in their selected professional fields, aiming to maximise their contribution, their achievements, their recognition and personal rewards - all ensuring job satisfaction. A structured CPD policy can provide a competence framework which will motivate people to achieve their goals.

The Employer

Employers are primarily concerned with developing their business in accordance with their planned strategy. Employees are a vital ingredient in developing a growth business producing quality goods and services at a competitive price.

Employers and managers have a responsibility to attract and maintain an efficient people resource which will enable the organisation to prosper and grow. Internal and external training must be part of the organisation's business plan with, at least, annual reviews evaluating quality of performance of employees relative to a competence framework. Professional and management development programmes are a necessary prerequisite as indeed are 'shot-gun" and planned succession policies.

The forward picture in industry is likely to encompass ever increasing rates of change in technology. The need for technician and graduate training will continue to increase with more frequent in-career re-training and continuing re-assessment and accreditation of knowledge and skills. Structured CPD is a vital ingredient in this changing scenario. Industry will develop technical and management skills required for the business, but industry looks to the professional institutions to set the professional standards for CPD.

Employers will support and participate in a structured CPD policy if it provides the stimulus to motivate people to perform better and encourages recruitment of good people into the profession.

Institute of Management (IOM)

The IOM represents about 78,000 individual managers and is the largest broadly based management institute in the UK. It also embraces 600 corporate partners representing about 3 million employees.

The IOM and the Open University Business School recently issued a new report - *A Portrait of Management Development*. The report highlighted that over the past decade the amount of training undertaken by managers had increased from 3.1 days a year to 5.5 days annually. It was also noted that 90% of organisations had some form of management training and development in comparison with only 69% ten years ago. Companies use a variety of methods to train their managers:

- 90% of managers undergo in-company training
- 85% of companies support external training leading to formal qualifications
- 74% of managers learn through informal methods such as coaching.

The culture of learning is spreading throughout organisations while chief executives and human resource departments still share responsibility for initiating management development almost 6 in 10 human resource managers and a quarter of line managers now take the lead in putting training policy into practice.

According to the survey more than 4 in 10 organisations now put their managers training as a high priority and this is expected to increase to more than 7 in 10 in the foreseeable future. Factors driving management development have been the need to meet strategic objectives (57%), increased business efficiency (47%), adaptation to structural change (43%), and the needs of customers (41%).

IOM have not produced definitive proposals for continuing personal and professional development but they certainly advocate the need to improve existing knowledge and skills and continue to develop new ones.

Engineering Councils and Institutions

The Engineering Council which embraces 39 separate chartered engineering bodies with some 290,000 registered members has a code of practice on CPD. The Engineering Council, however, should go further and develop a long term strategy for CPD, jointly with the professional engineering institutions. The institutions could then develop, within that strategy, a policy of setting standards for their registered engineers to pursue CPD in achieving specific levels of competence and, in some cases, a licence to practice. Chartered Engineer is currently the top of the assessable ladder in the engineering profession. In CPD, like most issues in business, it is important that we anticipate change, rather than respond to it.

A declared strategy will take some years to implement but it would provide a positive framework for dealing with the increasing rate of change that lies ahead of us. We need to develop a CPD culture where engineers are motivated to continually upgrade and increase their knowledge and skill base in accord with assessable standards. Whereas the individual must personally own and be responsible for his/her development programme, the employer should guide, appraise and give encouragement - it should be the responsibility of the professional institutions to authenticate the levels of achievement.

If self regulation of this type is not seen to be a determined policy of the professional institutions then statutory and other regulatory pressures could be brought to bear. The Chartered Insurance Institute has already encouraged companies seeking Professional Indemnity Insurance to pursue a CPD policy.

The Government has established The Council for Registered Gas Installers (CORGI) to oversee and accredit gas industry installers and other accreditation policies are being implemented. Civil Engineers on the Reservoir Panel, licensed to inspect reservoir dams, are approved by the Secretary of State on the recommendation of the President of the Institution of Civil Engineers (ICE).

It is pleasing to note that ICE have just this last week discussed a Presidential Commission Report on the Future Framework of the Institution which incorporates the following recommendation:-

- Licensing, competence registers and registers of areas of practice will all have a contribution to make and the Institution should adopt a pro-active role in sensing and responding to these needs.

Perhaps there is now a ground swell of opinion in support of a structured CPD programme but it is better to be pro-active than responsive and that means a strategic approach to self-regulation - not responding to statutory or other regulatory requirements.

Conclusions

If CPD is to benefit individuals, industry and society, it must be linked to business-planning and be authenticated by the professional institutions. We foresee a strategy which would ensure that all parties benefit - a strategy whereby:-

> **E**ngineers would benefit in being able to set personal goals for achievement, which are measurable and recognisable, enabling them to reap the rewards of status, job satisfaction and money.
>
> **E**mployers would benefit by their participation from the improved learning - i.e. knowledge and skills and level of competence of their people.
>
> **I**nstitutions would benefit from the more lively and dynamic professional development of members and the greater attraction of the profession to new entrants.
>
> **E**ducationalists would benefit from participating in CPD activities and by having a more pro-active interface with industry and the professional institutions.
>
> **S**ociety would benefit from a more enlightened and productive professional resource with increasing levels of knowledge, skills and competence.

The benchmarking in the ladder of personal and professional development is the responsibility of the regulatory and professional institutions. There is a need to set levels of competence which will encourage and motivate people.

The strategy recommended to the Engineering Council and the professional institutions would embrace the implementation of the following actions with an indicative timetable:-

2000	Introduction of mandatory CPD.
2005	Statutory licensing.
2010	Assessment of learning - i.e. knowledge and skills relative to a competence framework.
2020	Accreditation of specialist competencies.
2025	Licence to practice accredited specialisms.

Educationalists, Professional Institutions and Industry must collaborate in the development of a strategy for CPD to deal with the challenge of keeping Britain among the World leaders in engineering.

"Theory without Practice is Sterile
Practice without Theory is Blind"
As a 90 year old engineer said:
"when we rests – we rusts"

Review of past, present and [illegible]

Pre Industrial Training Act

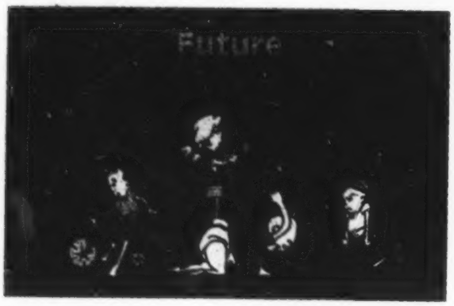
Post Industrial Training Act

Regulations [illegible] Industrial Training Act and [illegible]

Present

[illegible] Environmental Protection Act

Future



Future

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Case Studies

Examples of Good Practice

Case Studies – Ove Arup

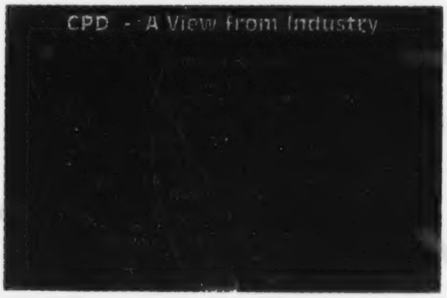
[illegible]

BP Major Operations Worldwide

BP

Changing Technology

[illegible]



CPD – A View from Industry

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HE / FEs Contribution

[illegible]

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The authors wish to acknowledge the assistance received from the following:-

Case Studies

OVE ARUP	*Engineering Consultants*
BRITISH PETROLEUM	*Oil and Chemicals*
BRITISH TELECOMMUNICATIONS	*Communications*
EEV	*Electronics*
ROLLS ROYCE	*Aero Engineers*
TARMAC	*Construction Services*

Other Consultations

BAA
BARR HOLDINGS
BRITISH AEROSPACE
CEGELEC CONTROLS
ENGINEERING LINK
GENERAL ELECTRIC COMPANY
LAING
RACAL
ROLLS ROYCE
WESTINGHOUSE SIGNALS
ENGINEERING COUNCIL
INSTITUTION OF CIVIL ENGINEERS
INSTITUTION OF ELECTRICAL ENGINEERS
INSTITUTION OF MECHANICAL ENGINEERS
THE ROYAL ACADEMY OF ENGINEERING
THE INSTITUTE OF MANAGEMENT
THE INSTITUTE OF DIRECTORS
THE INSTITUTE OF PERSONNEL DEVELOPMENT
KNOWLEDGE ASSOCIATES
NATIONAL COUNCIL FOR VOCATIONAL QUALIFICATIONS
CONSTRUCTION INDUSTRY STANDING CONFERENCE (CISC)
CPD IN CONSTRUCTION GROUP
TRAINING ORGANISATION FOR PROFESSIONALS IN CONSTRUCTION (TOPIC)

Assistance with presentation of slides by BT and the other Case Study Companies and ASCOBRA, has been appreciated.

Evaluation for HEFCE of the CVE initiative

Dr Alan Marr and Dr Glenn Rikowski, University of Birmingham

Components of the Study

- *Component 1:* An evaluation of the impact of the CVE Development Funding.
- *Component 2:* An analysis of the contextual, organisational and programme factors contributing to successful projects.
- *Component 3:* A consideration of policies, strategies and priorities for supporting CVE and work-related provision in the future.

Component 1: The Impact of CVE Development Funding (1)

The evaluation will be achieved through meeting the three objectives linked to Phases 1 and 2 of the study.

The objectives are:

- Describe the profile and integration of CVE within institutions and assess the 'gearing' effect of development funding.
- Describe and analyse the role of HEIs in regional and local development and the impact of the initiative as a catalyst for change.
- Analyse and assess the impact of programmes for the lifetime learning needs of people at work, expanding and revision modes of provision and accreditation.

Component 1: The Impact of CVE Development Funding (2)

Objectives 1 and 2 will be met through an analysis of existing data and will systematically represent aspects of provision, process and performance on:

- curriculum, assessment and accreditation;
- access;
- human and physical resources; and
- funding and financial mechanisms.

Objective 3 will be achieved by linking these data to:

- economic outcomes; and
- educational processes and outcomes.

Component 1: The Impact of CVE Development Funding (3)

Curriculum, assessment and accreditation

Information to be sought will include:

- new programmes;
- up-dated provision;
- volume of activity and course duration;
- innovative pedagogy;
- innovation in forms of assessment and nature and levels of accreditation.

This will provide an assessment of the nature, range and degree of curriculum innovation and change stimulated by the initiative.

Component 1: The Impact of CVE Development Funding (4)

Access

Information to be sought will include:

- institutional 'missions';

- market research;
- recruitment;
- open days;
- students participating on courses;
- participation of institutions and other agencies, (such as TECs, Chambers of Commerce, Business Links: employers and local FE colleges).

Such data will contribute to the evaluation of HEI involvement in regional and local economic development.

Component 1: The Impact of CVE Development Funding (5)

Human and physical resources

Information to be sought will include:

- changes in the organisational and administrative infrastructure for supporting CVE;
- data on the staffing and staff development;
- resourcing of programmes;
- physical provision including maintenance, residence and alternative use.

This will inform an evaluation of staffing and infrastructure changes.

Component 1: The Impact of CVE Development Funding (6)

Funding and financial mechanisms

Information to be sought will include:

- the scale of original funding;
- applications;
- types of funding;
- attracting partners;
- evidence of 'gearing' and the attraction of additional funds;
- course costing/pricing;
- income criteria;
- contractual arrangements and HEI's own internal mechanisms for resource allocation and financial planning.

These data will assist the evaluation of the impact of funding in new developments.

Component 1: The Impact of CVE Development Funding (7)

From the work undertaken in Phase 1, 15-18 HEIs will be selected and the analysis will be extended in terms of the range and quality of outcome measures, including:

Economic outcomes

Information to be sought will include:

- data on the skills and techniques being developed;
- rates of (un)employment;
- worker/employer satisfaction;
- and promotion of innovation in the workplace (e.g. core skills, transferable skills, training, flexibility).

Component 1: The Impact of CVE Development Funding (8)

Educational processes and outcomes

Information to be sought will include:

- data on curriculum content, pedagogy, student participation (intensity and frequency);
- evaluation procedures;
- teaching and instruction techniques;

- management and organisation;
- forms of accreditation;
- and the satisfaction of national educational targets.

In relation to the Objectives of CVE Development Funding, data from Phases 1 and 2 will provide the basis for assessing *effectiveness* and *cost-effectiveness*.

Component 2: Understanding Successful Projects (1)

The fourth objective of the study is to:

- Analyse and explain those organisational factors in institutions which contribute to the effectiveness and cost-effectiveness of programmes

Only by understanding those factors which contribute to the success of projects can we identify appropriate strategies for future policy. Six HEIs representing good practice from Phases 1 and 2 will be selected for case studies which focus on the question:

What are the characteristics of organisational processes which contribute to effectiveness and cost-effectiveness in CVE programmes?

Component 2: Understanding Successful Projects (2)

In addressing this question, the case studies will examine:

- evidence of the rationale and values which under-pin and justify development;
- evidence from key participants, about decisions, actions and organisational processes; and
- information on the nature and basis of partnerships with (and participation of) agents and agencies outside HEIs.

By linking the earlier data on provision and performance to our analysis of organisational processes, an explanatory analysis of the *organisational characteristics* associated with effective and cost-effective provision of the CVE programmes will be developed.

Component 3: Policies, Strategies and Priorities (1)

The final report will be of value to HEFCE in providing policy guidance on:

- CVE provision which is effective and cost-effective;
- CVE provision which is problematic in terms of outcomes;
- effective approaches to the organisation of CVE;
- successful methods of contributing to regional and local development;
- forms of data to be collected for monitoring CVE; and
- appropriate ways of monitoring future CVE activity.

Component 3: Policies, Strategies and Priorities (2)

The final report will be of value to HEIs in providing evidence and guidance on:

- good practice in the organisation and management of CVE;
- effective curricula and pedagogy in CVE; and
- ways of developing HEI infrastructure with respect to staff and premises.

Conclusion: Summary

COMPONENT 1: **Phase 1: Describing provision and defining a framework**

Principles and procedures for conduct of the study agreed including research

design/implementation plan agreed;

Interim Report

Phase 2: Analysing Practice

Design of contextual case studies; selection of case study sample; institutions identified and contacted; access negotiated with authorities and individuals

COMPONENT 2 **Phase 3: Understanding and explaining effective changes**

Systemic/contextual case studies (analysis and writing)

Finalise Phase 3 research design and implementation case studies completed

COMPONENT 3 **Phase 4: Policy, strategy and priorities**

Preparation of final report for HEFCE

Conclusion: The Team

Experienced in:
- working together;
- working to tight timetables;
- higher education research;
- educational evaluation;
- relating educational outcomes to organisational contexts; and
- undertaking cost and cost-effectiveness analysis in educational settings.

WORKSHOP 1

"Managing change, changing managers: CPD in a restructured industry"

Stephen Birchett, University of Derby

The UK rail industry has undergone significant change. What was once monolithic is now fragmented. The services and products of the industry remain constant but the context has changed. As a result its culture, working environment and the positions and practices of employees have been radically altered. Research undertaken by the Centre for Access and Lifelong Learning at the University of Derby sought to clarify the training and development needs of the new and spin out companies in the Derbyshire rail industry. Questions we asked included:

a. What are the results of change in the rail industry in Derby?
b. How do we find out about the impact of change in the rail industry in Derby?
c. What evidence do we have that change to the rail industry has resulted in change in the rail industry?
d. How are individuals managing change?
e. How are companies managing change?
f. How is the industry managing?
g. What is the role of higher education in the relationship?
h. What might be its role and how/why should this be accommodated in a privatised industry?

We undertook two surveys over a period of eighteen months. The companies in the rail forum expressed their needs as:

- incorporating company culture and promoting the company "vision"
- team working
- developing the confidence of managers and supervisors
- specific computers and IT skills
- keeping up to speed with technological developments
- sales training
- marketing and market research
- commercial awareness and sensitivity
- communicating effectively within the company and with customers and suppliers
- developing flexibility and adaptability
- health and safety training

Managers in the nationalised rail industry worked in a regulated structure. Bureaucracy often constrained them. Their careers and their expectations of a career were to an extent determined by tradition and bound by precedent. Managers and technicians worked within a small part of the greater whole. Relationships with the market, with suppliers and customers were often predetermined and constrained. The Rail Industry constrained and regulated their work but it was secure and constant.

Privatisation altered this. There are now many SMEs and a few large companies in the UK competing to supply services and to manufacture in a highly competitive market. The market is international. The companies that survived fragmentation have downsized and specialised. They achieved downsizing through enhanced early retirement, job change and redundancy.

A result of fragmentation is change in the nature, structure and responsibilities of the workforce. Remaining staff are generally highly skilled and technically accomplished. The use of contract labour has grown in all sectors and at all levels of expertise.

The age profile has changed and many older employees have left. The staff remaining is capable of the technical aspects of its work. However respondents to our surveys reported that many people in the industry lack skills, competencies and aptitudes that will enable them to thrive in the entrepreneurial culture of the new industry. These are essential to their company's success.

Flexibility, communicability, adaptability and team working are essential to the success of the industry. Many new companies described the need for all staff to have the skills and confidence to engage with customers. These skills and aptitudes are novel to many working in the new environment. Some members of staff may not perceive that they have training and education needs in the broad, "soft" skills. Their employers might. Supporting companies to change is sensitive and fraught with the potential for misunderstanding.

In order sensitively to maintain our role as supportive consultants to industries, companies and employees working within a constantly changing environment, we need to remind ourselves of the impact of this upon individuals. The workshop at the York University CVE conference aimed to remind CVE practitioners of their and many of their clients' experiences and understanding of change and "flexible" working practices. The workshop participants were formed into small focus groups and asked to consider the following:

1. Briefly describe a recent period of change either in your work or in any other part of your life.
2. How did you experience this period of change?
3. Who was responsible for initiating the change?
4. How was the change managed?
5. How were you expected to perform as a result of the change?
6. What did you learn from the period of change?
7. How might your experience be general and common?

The discussion generated suggested that the experience of constant change is one experienced by many CVE professionals and academic colleagues as well as a shared experience with clients!

The workshop participants were then asked to define the following skills and attributes:

Responsiveness, confidence, flexibility, communicability, entrepreneurial, adaptability, teamwork, customer focus

The skills and attributes contained in the above are those considered by the rail industry respondents as critical to their company's and employees' success. It might be the case that their repetition masks clear understanding of their meaning in the particular context of a restructured industry. Their use might be talismanic and symbolic rather than instrumental. Further research into the signification of these words and phrases might be an interesting subject of study. The workshop continued by asking participants to work in small focus groups to address the following questions:

1. What do these words actually mean? How does context determine meaning?
2. Is their significance real or a conceit generated by the "new" image of the company?
3. Are the words a shibboleth whose value lies in their totemic and mythic significance? As well as considering the significance and value of these frequently used

words and phrases the workshop participants were asked to consider their and their institution's role and behaviour when working with clients managing change.

4. If they are significant whose responsibility is it to encourage their development among staff?
5. Should a university be involved?

The workshop raised questions and generated discussion about the role and practice of CVE with companies and individual employees facing constant change. It drew attention to some of the significant issues facing people at work and reminded participants about others' and perhaps their own experience. The workshop aimed to remind participants that we often work with clients who are experiencing constant uncertainty and change. As CVE professionals we need to remain sensitive to our clients' circumstances if we are to provide an effective service.

CPD and the Assessment of Professional Competence in Surveying

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To be presented by Mike Green

Keywords:
Continuing Professional Development, professional attitudes, employability, employee attribute profile, competencies, education, credit award, collaboration.

1. Introduction and Aims

One of the first professions to adopt a system of compulsory CPD for all members was the Royal Institution of Chartered Surveyors (RICS). First introduced in 1981 for newly qualified members, the system was extended to include all the estimated 70,000 members in 1991.

The very size of the membership, some 70,000 meant that initially the requirement for CPD was focused upon membership compliance and acceptance of the beneficial role of CPD sooner than any system of relying on enforcement. Nonetheless the regulations did contain a 'spot check' regulation.

Over time changes have been made to the regulations to shift the emphasis of CPD compliance, both for qualified practitioners and those undergoing their period of professional training.

This paper explores the rationale for the changes and links them to initiatives in two Universities (Kingston and Sheffield Hallam) to integrate CPD learning and academic awards.

The aims of the paper are four-fold. They are to:-

- explain the background to, and recent changes in, qualification and CPD requirements for Chartered Surveyors and to provide a critique for the changes;
- link these changes to wider issues of employability and the need for lifelong learning;
- connect the external and internal changes to the development of credit bearing awards at the two cooperating Universities; and
- explore the challenges arising from the new course provision and the current CPD regulations.

2. The RICS and CPD

2.1 The Regulatory Framework to CPD

In 1980 the RICS stated that "the prevention of negligence and incompetence is better than simply having remedies when it occurs; and this is a matter which the Institution must clearly examine" (RICS, 1980: 19). This provided the original context for CPD.

Although the bye-laws stated that CPD was "the systematic maintenance, improvement and broadening of knowledge and skill and the development of personal qualities necessary for the execution of professional and technical duties throughout the practitioner's working life" it was interpreted in practice as about ensuring that members were:

- up-to-date;
- informed;
- technically able; and
- not likely to be sued for incompetence!

It may seem paradoxical therefore that the first requirement for CPD introduced in 1981 was only for those elected to membership after that date. Existing members were not required to undertake formal CPD but instead were encouraged to accept an obligation to devote a specified period of time to formal continuing development by means of 'structured learning' or deliberate private study. The provisions for CPD required that those members to whom the regulations applied, should complete a total of sixty hours CPD in every consecutive period of three years.

It was not until a decade later that the encouragement to members (RICS, 1985:2) became a compulsion to comply. There was no prescription regarding the form that the CPD should take although the bye-laws indicated some of the ways that CPD can be achieved. The activities could relate either to the theory and practice of surveying or other technical topics related to a member's occupation or personal or business skills. The requirements, therefore, are prescriptive regarding the quantity of input, indicative regarding content and silent in respect of output. Surveys carried out shortly after the introduction of 'CPD for all' (Darlow & Evans, 1992; Kelly, 1992) reflected some rather negative attitudes in practitioners, who were found to regard CPD as a chore, something to be undertaken in order to ensure that you complied with regulation. It was thought to be about hours, not learning. It was also thought that practitioners were seeking to reinforce existing knowledge, not deepen or extend in the spirit of professional development.

Consequent calls for change to the structure of CPD (RICS 1993) were based on a need to move from an hours input approach to a learning output one. It was recognised that simply filling in forms to back up, for example, course attendance and professional reading was not sufficient to achieve the aims of CPD to deepen and widen knowledge as well as provide updating.

The plea was for a move from an input dominated system to one based on planned and structured CPD combined with wide-ranging changes to education matters generally (RICS, 1994a). These which developed the theme of the 'whole career' concept of professional development and put in place a policy for linkage between professional advancement and learning via the 'portfolio of professional achievement' (PPA).

Consequent on the proposals to change CPD an extensive survey (616 respondents to a survey of 3,800 members) was conducted by Kingston University in cooperation with the RICS (Sayce et al, 1994) which, inter alia, aimed to investigate whether:

- practitioners were using CPD to reinforce existing knowledge;
- members considered that there was a need for post-graduate qualifications; and
- it would be appropriate to modify the regulations and promote new models for compliance.

The results of this survey showed that only three years after CPD for all practising members was introduced it was:

- regarded as an essential part of professional life;
- viewed as training which would pay dividends in terms of assisting with business;
- still primarily used to reinforce, not extend knowledge although members did consider that it should be used for development of specialist expertise;

- important that CPD courses should be monitored and accredited, possibly by a central agency; and
- not necessary to link CPD to post-graduate qualifications, although 36% wanted to see such a link and over 70% of respondents regarded cognate post-graduate qualifications as useful.

Currently, no moves to further reform CPD for the total membership have been made, but for the new entrants to the profession changes were introduced this year. These are now considered before the changes are placed in their professional context.

3. The Routes to Qualification and the APC

The routes to becoming a chartered surveyor have changed significantly over the years. Some thirty years ago the predominant route was for professional examinations undertaken whilst in practice, although even then the route of a University approved degree followed by two years experience was beginning to become more common. At that time however the number of exempting courses were few - and demand was high. By the late 1980s, the situation had reversed. Education establishments (mainly the 'polys') had risen to the challenge and the demand for professional exams had fallen so far that the RICS took the decision to completely withdraw them in favour of exempting courses combined with professional experience. Models of part-time, full-time and sandwich education existed, but whatever route an entrant took involved a Test (and later Assessment) of Professional Competence (APC).

The models adopted for the APC were varied from time to time and between sections of the profession. So, for example, whilst all 'probationers' (i.e. graduate entrants) were required to complete diaries and logbooks of experience detailing the nature (but not quality) of their practice experience, the nature of the 'Final Assessment' ranged from a ten minute prepared presentation followed by interview and essay under exam conditions for some, to a prescribed practice problem undertaken over four days in the office and then presented to a panel for others.

Additionally all probationers were required to comply with the same hours of CPD as qualified practitioners. Final assessment was in each case in the hands of a panel of practitioners, who had (normally) undergone a six hour training programme of interview skills.

The system received criticism on several grounds:

- it was disparate;
- the diary and logbook was capable of manipulation and did not give any indication of the quality of experience;
- decisions could be inconsistent; and
- the final assessment was not the optimal vehicle to test either the quality of work-based learning or professional competence.

In many ways the criticisms of the APC mirrored those of CPD. Although the elements were there to allow for assessing the development aspects of experience in the work place - as probationers needed to record what they were doing and then present in relation to their work experience, it suffered from a lack of structure and an emphasis on process - not output. It was built on a presumption that the two years (or three for Quantity Surveyors) was a norm - that acquiring competence was somehow a passive process measured in terms of hours and days.

The criticisms led to proposals (RICS, 1994b) for alteration to the final assessment 'hurdle' for corporate status and after debate, these were introduced earlier this year.

The new system is reflective of the shift, noted for CPD, from hours in to output learning. It has done away with the differences in format, so that each probationer now undertakes the same type of assessment. This comprises:

- the attainment of 'core' competence, appropriate to the particular practice specialism and of 'option' competencies;
- the completion of diary and logbook as before;
- ninety-six hours of structured training to replace the forty hours CPD;
- the submission of a critical analysis of experience gained to concentrate on absorption of knowledge and practice; and
- a presentation and interview.

Although at first sight the changes may not seem huge, they are, we argue, significant. The presumption of the two year period is gone - instead is the need to acquire levels of competence in certain areas. The emphasis is also changed - from a largely process and fact based system to a more qualitative and reflective process. Technical competence is embedded, but the new practitioner through the critical analysis is asked to develop a more questioning and analytical approach to their work.

The implication for the changes brought about by the new APC are:

- a requirement on the probationer surveyor to demonstrate 'competence' over a range of areas - not only at interview but in the workplace;
- a broadening in the acknowledged skill base required of competent practitioners to incorporate transferable and business awareness skills as well as purely technical knowledge;
- the need for employers and supervisors to be able to recognise and assess competence;
- an increased diversity of skills and expertise in the panels of assessors; and
- a requirement for structured training.

All these have implications for:

- the shape and provision of CPD;
- the relationship between CPD and employers and supervisors tasked with provision of structured training programmes;
- CPD to assist the development of new skill for those charged with assessing competence, both in the workplace and on final day panels.

Before these are examined further the changes to the practice environment and the resultant implications for CPD are introduced.

4. The Interface with Employability: changing skills requirement

One of the 'drivers' leading the debate on education and CPD for surveyors concerns the interface with employability. Concerns have been expressed (Management Analysis Center, 1985; Avis and Gibson, 1987; McGee, 1988; Lay et al, 1991; CEM, 1992; Lewis, 1993) that there exists a 'skills mismatch' and a failure by the profession to meet the rapidly changing needs of the marketplace brought about by the external business and wider environment. In particular the following issues were highlighted:

- competition from other advisers (such as accountants and management consultants) considered to hold skills more appropriate to the changed, more financially aware and sophisticated client base;
- a lack of sufficient skills in forecasting, econometrics and macro-economics;

- insufficient strategic business skills; and
- too broad a technical base - more focus to meet specific needs is needed.

To this catalogue of challenge can be added:

- pressures for internal change within the professional body to facilitate the change process (Cubbon, 1993; Clarke, 1994);
- wider changes in what is meant by professionalism (Jarvis, 1983; Downie, 1990; Barnett, 1994);
- the societal shift from an enterprise culture to that of knowledge, information and communications (Wilson, 1991); and its consequential impact on property occupation (Lizieri, 1997) and the services it requires (e.g. Geographical Information Systems, Facilities Management, Management consultancy, Construction Cost Management) (Kennie, 1997).

As Kennie argues "these shifts in 'professionalism' call for a re-appraisal of professional values and ethics, professional education and training, the delivery of professional services and the evaluation of professional performance" (Kennie, 1997:6).

In particular Kennie identifies five implications:

- there is a need for 'organisational' as well as individual learning;
- the boundaries between professions will become 'fuzzy';
- skills required will need to broaden;
- some surveyors will develop into 'business solving consultants'; others will retain their 'technical contractor' status; and
- the nature and formatting of professional firms will change, possibly crystallising into small specialist teams of business consultants, small technical firms and traditional suppliers.

With the identification of the mismatch of skill base existing and required, little wonder that practitioners, hard pressed during the difficult economic climate of the early 1990s raised queries over the adequacy and 'quality' of graduate entrants to the profession, particularly as the well publicised difficulties of the practice environment was leading to a decline in demand for places on surveying courses! With the need to turn graduates into fee earners within short time scales terms, the "ability to hit the deck running" became a top priority for employers wishing to recruit, where possible, people who had developed business acumen as well as core knowledge - and often they have found the pool of graduates wanting (Sayce, 1997).

All these lead to the conclusion that there exists requirements to move towards more structured and development CPD for all practitioners, not just the new entrants to the profession, whatever that will comprise in the future. Not only that, but that attitudes, already perceived to have changed significantly, will require to undergo further change at both individual and organisational level.

In particular we argue that:

- linkages between CPD and academic qualification could offer potential for quality assurance and enhancement in the process of CPD and go some way towards addressing the changing skills requirement;
- the nature of 'professionalism' has changed leading to a greater need for learning and practice management. This in turn has led to the need for a new skills base with consequences for pre- and post-graduate education;

- the necessity to move to a problem solving approach required by a more informed client base requires a level of life long learning;
- most importantly, the culture of learning from a discrete timed activity, to and on-going developmental process requires to be embedded.

Early indications from research point to an acceptance, at least in part, of these contentions. New models of CPD and structured learning for the APC form part of this culture of change.

The next section details research and models with which the authors have been involved aimed at addressing some other of the challenges presented above. In particular it investigates the model of the Employee Attribute Profile as a diagnostic tool to provide a useful interpretation of perceived employability skills at various points of professional development.

5. A Changed agenda for progressing life long learning

5.1 Matching Graduate Skills to Employability: the Network and the Employee Attribute Profile

Cognisant of the issues regarding employability and the changing needs in the workplace, Kingston University, with DfEE funding have established a 'Discipline Network' surveying (SurvNet) which aims, inter alia to:

- bring together employers, academics and the professional body in a forum for discussion to break down perceptions of 'mismatch' between those who should be working together to address external issues;
- investigate the role of learning in the workplace and in an academic environment; and
- investigate relationships between business and personal skills requirements of those entering surveying and graduates entering the wider business world.

The network, which has a current membership in excess of seventy, has made use of the Employee Attribute Profile, adapted from the Graduate Attribute Profile, to investigate the nature of the mismatch. This has revealed that indeed the balance between personal and technical skills required by employers, and those developed and assessed in University courses often do not accord. Employers often place emphasis in recruitment of personal and business skills, taking for granted that cognate graduates do possess the necessary technical skills. Less a case of a skills mismatch at the graduate level, than a case of employers working to a recruitment agenda which cannot be identified from the conventional CV of the applicant.

With moves to modularity of courses and the demise of professional examinations courses, although continuing to be recognised by the RICS, and indeed so encouraged, are becoming more diverse in nature and objectives, thus reacting to the external professional changes. However, as the Network has identified, although courses have become more diverse, the mechanism to identify and match the diversity to increasingly diverse employment needs, is not there. Hence the Network is now seeking to develop mechanisms for matching needs and 'product'.

This has important implications for post-graduate and post-qualification education. If graduates become less homogeneous in terms of the technical and business skills development, the challenge to assess them adequately at APC level and provide appropriate CPD increases.

5.2 Practice Management

The 'Skills Challenge' project run by Practice Management and Development (pmd-Consulting, Active Personal Learning and the RICS has combined a theory and action based approach to develop a series of practice management guidelines aiming to produce a "health-check process which will enable the partners to gain insights into the range of activities which form the process of managing a professional practice" (Kennie, 1997:9). These guidelines address issues such as:

- identification and understanding of aspirations, professional expertise, general capabilities and relationships of owners;
- the match between the firm's capabilities to its market;
- identification and understanding of external trends that might affect the firm's future business;
- the projected demands for people and financial resources; and
- understanding and appreciation of unwritten traditions, of its own, its market and its professional speciality and the constraints they impose.

The guidelines, in so far as they have been developed into resource materials act partly as a solution to the needs for changing CPD and partly as a means of identifying such needs.

5.3 Organisational Learning

Sheffield Hallam University, funded by the RICS, have undertaken research work into the theory and practice of learning organisations in the context of the surveying profession. The research (reported as Kennie and Green, 1996; Matzdorf et al, 1997) was concerned with how organisations have, or are, adapting to the changing marketplace, and to link this with the characteristics required of learning organisations.

Some of the most significant findings (quoted in Kennie, 1997) included:

- an emphasis on individual learning, generally on a very restricted scale;
- 'learning equals training'; a presumption that informal learning in the workplace does not exist or is not recognised;
- a tension between 'learning' and 'professionalism', a sense that professionals do not make mistakes (the process by which most learning takes place);
- in comparison to other factors, a much lower score for inter-company learning; and
- a strong sense of company hierarchy which acts against the scope of participative policy making and the development of a learning climate.

The research thus identifies a need for organisational cultural change, to accommodate internal and external challenges. These have implications both for individual CPD decisions and for corporate responses.

6. A new educational package

The challenges expressed above have resulted in an initiative from Kingston and Sheffield Hallam University working in cooperation to provide a postgraduate programme of study to complement the new professional requirements, but viewed in the light of the wider professional challenges. The design and development of the courses have been driven by the needs to:

- deliver diversity to meet pluralistic needs;
- be accessible to individuals or organisations;
- relate to professional body initiatives and requirements; and
- help engender a cultural shift towards recognition of learning and education as a dynamic multi-level activity to replace one of training as a static close-ended, job specific requirement.

In particular these courses feature:

- flexible pace of study linked to the APC;
- workplace based modules to build on and support the experiential learning required to satisfy the APC requirements;
- course content to ensure that students are supported through development of management and technical skills, both of which relate to and build on the work experience.

A particular feature is the self-study module which enables students to design a course of CPD attendances around a subject of special interest and , with the assistance of their tutor, to build up an assignment of their learning. This methodology will, it is hoped, enable students to study course content individually honed to their learning needs. They will require to be truly independent learners appropriate to their professional development.

In order to work well it will require that the Universities work closely with the practices for whom the students work. As we see it, the courses will, at their best, lead to:

- better understanding between Universities and practice. Both will need to work together: the employer to support and facilitate the student, the tutors to arrive at an understanding of practice needs. Assessment cannot take place in a vacuum; it must have context. To arrive at such a context will necessitate communication between all three interested parties;
- a structured framework for high level CPD learning. The professional body wish to see a shift towards structured training: this lay at the heart of the recent changes. With probationers following these programmes, the introduction of the University courses will provide such a framework. Whilst it is quite possible for large employers to devise structured programmes for their own graduate employers, inevitably this must be tailored to the needs of the individual organisation - and not the wider business and practice environment. However, it is the small and medium sized businesses which predominate in the surveying professions. For these employers, the ability to offer the flexibility now envisaged is not possible;
- the start of a national network of providers seeking to empower the cultural change. The research has indicated that individuals have moved a long way in a short time adaptational. Similarly the professional body has in the space of fifteen years moved from no CPD requirement to CPD for all and structured training for new entrants. Limitations to change logistically, economically and adaptational, however, still remain.

7. Challenges for the implementation and for the future

The scenario presented above could imply that the way ahead is clear. However, it is not. This paper is presented for discussion and debate and views are invited to help us meet the challenges which lie ahead for individuals, organisations, educationalist and the profession alike.

Some of the challenges which we envisage in implementing the new courses are:

- The accusation that CPD is for practices, not academics to lead. The property profession is practice orientated. Whilst the role of Universities is accepted as provider of entrants to the probationer level, there is still a view, which SurvNet seeks to dispel, that there is a dysfunction between academe and practice;
- The need to develop and offer flexibility within the constraints of finance and logistics. The ambition is to offer flexibility and individual tailoring of course provision. This implies high levels of resourcing which will be difficult to deliver in a climate in which CPD must be seen as offering value-for-money and many still view it as a necessary evil.
- The relationship with professional qualification. The courses have been developed for an intake at probationer, as well as fully qualified, level. However, entrants who have just graduated will only be prepared to formally study further if this is a requirement of the professional body - which it is not - or they consider that it will put them in position to advance more quickly or increase their chances of success in the APC.
- Accessibility is achieved. At the moment the course are planned at Sheffield and Kingston. Whilst some provision for open learning exists and some parts of the courses are in the workplace, a wider network of associated courses may be required to facilitate the cultural shift.
- New relationships require to be forged. The new courses are predicated on a belief in a mutual relationship between educators and employers. Both have a role at organisational and individual level; both have much to learn from the other. For this inter-organisational learning to take place, some of the reservations identified by Matzdorf et al (1997) as existing in surveying firms must be addressed.

We recognise the challenges; we hope that we may rise to them.

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An independent Learning Module: Would it work for you?

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AIM

To discuss the potential for introducing independent learning modules in continuing vocational education at Masters Level.

OBJECTIVES

Having attended this session and with further supportive reading participants will be able to:-

1. list factors in the motivation for students to undertake this form of continuing vocational education
2. define teaching and learning approaches which adapt themselves to this form of working
3. describe suitable methods of assessment

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Flexible provision of open learning: Working in partnerships to provide vocational education in rural areas

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Universities face a difficult challenge providing vocational training to people living in sparsely populated rural areas. The number of people wanting any particular training course in a specific rural locality tends to be low and if institutions do take tuition out to a rural location this can be a very expensive and time consuming activity for them. Similarly potential students in isolated rural areas often find it difficult to access higher education due to the long distances involved in travelling to courses, lack of public transport, low incomes and unsociable hours of employment. Rural employers are also effected. All too often they are very small firms who find it too expensive and time consuming to send employees on courses taught at a long distance from the work place. And even where all these problems are overcome and people do attend a training programme they sometimes find that the courses' curriculum gives inadequate coverage of the particular needs of a rural economy or to the students' individual training needs.

To overcome some of these difficulties an innovative distance education scheme has been developed by the British Open University. A key feature of the programme is that it draws together a wide range of non-traditional partners to promote and deliver a combination of distance learning and traditional face to face tuition. The programme seeks to train six hundred people living in rural areas whose numbers in each locality are insufficiently large to make it worthwhile traditional education institutions putting on a course for them or where students have difficulty travelling long distances to obtain personal tuition. None of the partners alone could easily meet the challenge of providing high quality tailor-made education at low cost to the small numbers of people needing training. Working in partnership, however, they have been able to provide a programme which closely responds to locally identified vocational training needs at low cost to the students and their employers.

The scheme is a pilot programme financed by a group of partners who have not previously worked together and by grants from the British Government and the European Union. Eighteen programmes have so far been developed for people living in disadvantaged areas in the far South West of England. It is hoped the lessons of the programme will be of particular value to people interested in meeting the needs of rural areas or in the way distance education institutions can work in partnerships with local organisations to provide a new range of educational programmes.

Strategic and operational partners

The project has two main types of partner in the scheme. First there are 'strategic partners'. These are relatively large organisations with a remit to promote economic and social regeneration. They include four local government authorities, the Devon and Cornwall Training and Enterprise Council, The Rural Development Commission, The West Country Development Corporation and The West Country Tourist Board. In particular these agencies have contributed to the scheme their understanding of the needs of the area, their expertise in gaining grants and their knowledge of suitable local organisations to bring into the partnership to run individual training programmes.

The local organisations who provided the training are called 'operational partners'. They are mostly small private or 'not for profit' agencies who have an interest in education or economic and social regeneration but have not had prior experience of using distance education as a component of their activities. They are brought into the partnership to provide face to face and telephone tutorials and to provide all the personal support and guidance required by the students. In the coming year some students will also receive support via electronic conferencing. The operational partners have prime responsibility for marketing the course, handling student recruitment and accreditation, and generally handling the administration associated with the courses they offer. At the time of writing there are around twenty agencies in discussion with the Programme Director. The wide ranging nature of the operational partners can be illustrated by listing some of the agencies which have already mounted a vocational training course in association with the programme. These include Devon Wildlife Trust (environmental management training), Cornwall and Devon Rural Community Councils (voluntary sector management), West Devon Information Point (business start up skills for farmers), Alliance Francais (business language skills), ENABLE (self-employment training for disabled people), East Cornwall Citizens' Advice Bureau (assessor training), Institute of General Practice (HR development skills), MITT Management Consultancy (business start up skills) and North Tamar LEADER (marketing skills for craft businesses).

The Open University originated the scheme and is both a strategic and operational partner. Its staff have designed the programme, sought the major grants underpinning the scheme and provided support to the operational partners. The nature of this support varies but typically involved assistance with programme design, accreditation, provision of training in the use of distance learning for the tutors employed to support students, advice on marketing, administration and attainment of additional grants to subsidise fees.

Curriculum and course design

The curriculum and design of individual courses is worked out between the programme's Director and members of the operational partner's staff. Each course is built around appropriate Open University distance learning teaching materials. The size of the student groups were expected to be small but in practice the groups have so far varied from two students on a course designed to train people to manage subsequent courses within the programmes to seventy-five managers and supervisors from small businesses studying core management skills at National Vocational Qualification management level four accredited by the Open University.

The distance learning materials used in the scheme typically provide generic coverage of selected topics of relevance to the local economy, for example how to write a business plan or devise a marketing strategy. The operational partners support use of the material by offering face to face tutorials (and in some cases additional print materials) which not only facilitate learning of the Open University distance learning materials but also help set the topic in a local context. Thus, for example, having helped a group of farmers to appreciate the nature and intent of a business plan the local tutor might then discuss the issues which could be relevant to the students' own business plan if they are seeking to diversify activities or wanting to obtain regional European Union grants in support of developments.

It is this facilitation of the use of quality distance learning materials by local partners, together with the contextualisation of the Open University's generically based material into the local setting, which is so valuable in meeting local needs.

Course development, marketing and administration

The strength of the partnership is particularly evident in the planning and organisation of schemes. Strategic partners can advise on the types of course that communities want, recommend localities where training is needed and help identify potential operational partners. The Open University then works closely with each of the local operational partners to ensure that individual training programmes build on the strengths of the partnerships and are appropriate to the needs of the students and the local economy.

The project's Programme Director keeps a watch over all developments. He identifies potential operational partners and then works with them to develop individual courses. He helps them select appropriate Open University materials and accreditation strategies (mostly attainment of National Vocational Qualifications). He organises training for the staff who will tutor courses and support students. This support is a particularly important component of the scheme as most of the tutors have not previously supported distance learning. The Programme Director also advises partners on marketing and administrative arrangements and has a responsibility to ensure the partners operate within the stringent criteria laid down by the strategic partners and by the agencies providing financial support to the scheme.

The strategic partners form a partnership board which meets approximately quarterly to review the progress of the scheme. The Board considers the strategies proposed by the Programme Director for meeting the stringent target outcomes the programme has committed itself to in return for British Government and European Union grants. (These targets relate to the number of people trained and obtaining credit in vocational training schemes, accessing new employment, planning a new business, supporting voluntary organisations, using modern electronic communication facilities and attracting private sector and European Union funding.)

Financial partnership

A strength of the scheme has been that many parties have been willing to contribute, mostly small, amounts of resource to the programme. Indeed without their support the scheme would not have got off the ground or been eligible for government grants. The strategic partners have primarily contributed towards the cost of the infrastructure of the programme. The public and private sector operational partners have particularly contributed to the planning and development costs of the individual courses with which they are involved. Other expenses have been borne by a relatively low charge to students and generous grants from the British Government and a variety of European Union economic and social regeneration programmes. The cost of the developing and running of the pilot project is estimated to be round £600,000.

Considerable thought has been given to how continuation of the programme can be financed at the end of the three years for which grants have so far been obtained. A key component of the 'exit strategy' has been to help operational partners learn how they themselves can apply for European Union grants in future years. As a consequence, although the initial grant to the European Union was made by the Open University, a number of subsequent bids have been prepared and submitted directly by individual operational partners with the Open University providing public sector matched funding. It is hoped that assistance to operational partners in making their first grant applications, as well as advice on incorporating distance education into their models of tuition, will ensure the programme's continuation at the end of its initial development phase.

Outcomes

The scheme's flexible new approach to presenting open access short vocational and professional development programmes is now in its second year. Evaluation of the programme is showing that this type of partnership can provide high quality, relevant vocational training to small groups of people living in isolated, rural areas. It is also showing the value of experimenting with non-traditional partnerships in pursuit of economic and social regeneration.

The Open University has benefited from the development of the scheme as it has gained greater insight into how its free-standing correspondence materials can be used by other organisations if appropriate support and guidance is provided for those new to this approach to vocational training. The University has also strengthened its understanding of the value of working in partnership with other organisations in order to pilot new programmes, to gain financial resource and to identify and meet community needs.

The strategic partners' understanding of the value of distance education based vocational training has also been strengthened. They, together with the operational partners, have developed greater appreciation of the way a mass education institution like the Open University can work with small, local organisations to offer an interesting, wide range of short courses targeted on individual needs and local markets. The operational partners, by working alongside an institution with much experience of distance education, have also learnt how to incorporate distance education effectively into their mode of operations.

Discussion

The problems identified in the paper were well recognised by discussants. The difficulties of providing vocational training rural areas were seen as substantial and it was felt all too easy for institutions to ignore the problem unless there were staff with a real commitment to improving the situation. The lack of easily accessible vocational training in many rural areas were also seen as harmful to the economic and social regeneration of rural areas, as well as to the lives of many people living in such areas.

The group particularly discussed issues associated with seeking public funding to support educational initiatives. The difficulties were legion and great determination was considered necessary to maintain commitment to accessing additional resource to support disadvantaged people. A valuable sharing of techniques for obtaining and managing public grants then ensued.

WORKSHOP 2

Identifying good practice in the promotion of CVE

Anthony Amatrudo

Part 1 – Customer perspectives

A. What customers want from HEIs

The term "CVE" embraces that provision which is undertaken at HEIs and by private providers for the purposes of career development by persons in employment or seeking employment. The label "CVE" covers the full range of accredited and non-accredited, short course through to long-term provision and it may take a variety of modes of delivery. There is evidence that it is also recorded differently at different HEIs.

It is important to remember when marketing CVE that customers have a wide range of requirements and that it is necessary to relate to these customers in appropriate ways. Corporate customers may be well aware of their needs and have extensive education and training departments, whereas SMEs and individual self financing customers may be in need of substantial guidance. HEIs need to be responsive to the requirements of all customers and be able to offer the relevant advice to them; failure to do this can be a barrier to customer engagement. It is apparent that this initial guidance on the appropriateness of provision is viewed as a major requirement of customers. A recognition of the need for well trained administrators with the ability to advise has led the Open University to insist that customer enquiry staff be trained to NVQ level 3. More generally there are certain features which all customers would like to see in HEIs and broadly these fall into two categories, which we might call cultural and administrative.

Cultural needs of customers

(**It is important to bear in mind that when using the term "customer" the text refers to a range of persons from those on CVE courses to their employers but when the term "student" is used it refers solely to those persons undertaking actual study*).

1. HEIs need to be open and non-elitist when dealing with customers.
2. HEIs need to be straightforward and use everyday language when dealing with customers orally and in writing.
3. HEIs need to be aware of customer needs and not be overly prescriptive.
4. HEIs must be aware that many people taking CVE courses would never have been to a HEI before and so HEI staff need to guide CVE customers through things carefully without making assumptions.
5. HEIs need to tell CVE customers of the wider benefits that their institution can confer eg. sports facilities, library facilities etc. HEIs should integrate CVE students into their institutions as fully as possible.
6. HEIs need to show more awareness of the problems of studying whilst in employment.
7. HEIs need to be aware that CVE students also go on courses to meet other professionals and to network and that this is a legitimate activity. The HEI needs to facilitate this and allow CVE students to develop their business contacts.
8. HEIs need to develop their skills in advising customers on the appropriateness of provision for their needs.

Administrative needs of CVE customers

1. HEIs should aim to have simple administrative structures for customers to deal with.
2. Customers would like a single telephone number to call.
3. Customers would like a designated person to deal with.
4. Customers would like a simple enrolment system that can accommodate persons joining at different times throughout the year.
5. Customers would like more in the way of course assessment questionnaires to give their opinions of CVE courses.
6. HEIs should be aware that customers do not want overly long or technical promotional material.
7. Customers would like people from HEIs to make them more aware of the range of services and courses that they provide.
8. Customers would like HEIs to make more effort to come out and meet them in their workplaces.

B. Employer organisations

(*_There are a range of organisations that customers, as employers, belong to and which have strong views on CVE. I have dealt primarily with the CBI and the IOD, since they cover between them the better part of business and industry. On the other hand the Trades Unions, which have millions of members and which are involved on a day to day basis with employment and training issues, and professional bodies which increasingly shape the form of CVE in HEIs, represent customers as individuals. There is a need to address the issue of the segmenting of customers of CVE in terms of SMEs and individuals and the project has commissioned case studies to cover these groups._)

The Institute of Directors

The IOD in their submission to Dearing and elsewhere in its policy documentation is very critical of the effectiveness of HEIs and of the education system generally. The IOD is also rather sceptical about the need for CVE provision which they see as redressing, in large part, an inadequate university education at first degree level. The IOD believe that the British education system is in crisis and that standards are falling. The CVE provision offered by universities and others is seen by the IOD as an admission that graduates are neither adequately trained or adaptable enough to cope with modern forms of employment. It wants the expansion of higher education to stop since it sees the current system as merely producing a glut of "semi-literate graduates with degrees which do not help employability and who in turn have unfulfilled expectations". (IOD Submission to Dearing, 1996: 8) It is strongly of the opinion that funding should be shifted away from higher education and towards vocational education in the FE sector. In its latest Educational Business Opinion Survey (1996) it is equally scathing about NVQ/GNVQ qualifications which it sees as "infected with the same progressive curse that blights so much of the educational system". It also shares J.R. Shackleton's thesis (IEA, 1992) that as a nation we are spending too much on training and that vested interests in the HEIs are fuelling the expansion of CVE without the necessary understanding of business and industry needs, and that this has resulted in a waste of public money.

As for the promotion of CVE which can, in the Institute's eyes, be justified it sees this best achieved by developing partnerships between HEIs and employers, especially SMEs, and in tailoring courses to the specific needs of employers. It is not keen on databases as a source of information or on promotional material. The IOD sees little merit in accredited provision at HEIs, save for conventional degrees. It also sees individuals increasingly liable for the cost of their own training as part of a general responsibility to maintain their own professional competence. Discussion with the IOD at a regional level revealed some regret that more HEIs were not involved more fully with Chambers of Commerce and other organisations. This was not a view expressed by the IOD at a national level.

The CBI

The CBI has a rather different view of the role of higher education in terms of CVE. The CBI sees the development of the UK economy closely linked to the need for highly skilled and knowledgeable people. The CBI has expressed concerns about the quality of education, especially in the engineering and technology sectors. As with the IOD it argues that the standard of first degrees has fallen.(Submission to Dearing, November 1996) However, the CBI has also given over a lot of time to developing policy in the CVE area. Unlike the IOD the CBI places great emphasis on developing a system of accreditation and strategies for lifelong learning. In essence HEIs should organise themselves around the needs of business and not vice versa. The CBI view is that it is skills that business requires and that these are best demonstrated to employers through a proper system of accreditation. The CBI is less concerned over who delivers training so long as it is of sufficient quality and is properly accredited. It sees this as being accomplished by increasing the links between business and the university sector and by strengthening the framework for post-compulsory education awards. The CBI also sees TECs and ITOs as being an important part of this process.

The CBI's senior policy advisor on education has expressed the view that a national initiative to train trainers should be an important element and that potential for training HEI staff in modern marketing methods and in business skills is considerable. The original PICK-UP Programme attempted something similar in the 1980s but little has been attempted on a national scale. *The CBI support for such an initiative also reflects the fact that business people wish to deal with professional people when arranging their CVE provision and therefore would prefer HEI staff to have a level of business and marketing sophistication commensurate with best practice. It is again telling that the CBI wishes that CVE and its marketing be developed in the context of local and regional partnerships between persons and organisations and not through the development of databases or improved promotional material. It regrets that HEIs do not play a greater role in local Chambers of Commerce and TECs.

**Although the PICKUP Programme has been wound up the PICKUP National Directory is still in existence and is run by Guildford Educational Services. It covers training opportunities, including the Open University, which are vocational and aimed at adults. The courses it covers can be up to a year in duration if part time and three months duration if full time, though in practice most of the courses it covers are for periods of less than a month. It covers all subjects, but the most extensive coverage is in business and management, computing and technical subjects. It currently has 450 subscribers, most of whom are intermediaries, and currently it covers over 26000 courses.*

The Trade Unions

The Trade Unions tend to be more critical of the state of the UK's training efforts and believe that employers and governments have failed to train workers adequately. They see training as taking place against a back-drop of continued high levels of unemployment and of short-term contracts and casualised labour. The TUC view, which appears to be reflected more widely in the trades union movement, is that training has to be seen as part of the total employment package. The Trades Unions feel that under the Conservative governments between 1979 and 1997 they were increasingly excluded from policy formulation on training. They see good training as a right and believe that lifelong learning will increasingly feature as an industrial relations issue in an economic climate where job security is not on offer and where workers need transferable skills demonstrated by properly accredited learning. The Trades Unions also feel that CVE should be defined laterally as well as vertically, that is CVE should be part of a more general widening of access to HEIs. The Trades Unions are keen on Investors in People and see CVE as integral to achieving the success of IiP. The TECs are viewed as important in developing CVE provision and the unions welcome moves to make TECs more democratic and locally accountable.(Partners for Progress, 1997) Trades Unions are working with the TECs to promote IiP and vocational qualifications in order to meet the national training targets.

In the context of this research the most important project that the Trades Unions have been involved in is Bargaining for Skills where Trades Unions have been party to delivering training and managing change within companies. The Trades Unions are poud to boast that: "…. staff in unionised workplaces are more likely to receive training than those in non-unionised enterprises. Unions can be part of closing the skills gap".(Partners for Progress, 1997: 17) The Trades Unions wish to develop partnerships between employers, HEIs and professional bodies in order to develop occupational standards and increase training in the workplace. The TUC is especially keen to develop in the media and construction industries where employment patterns are fragmented and where sub-contracting and high levels of self-employment make training difficult. The Trade Unions are supportive of the higher education sector but believe that HEIs need to open themselves up more and also be prepared to go out into industry more in order to develop partnership links that will facilitate research and training activity. They see CVE as most effectively promoted through partnerships and through local and regional bodies, such as TECs, ITOs and ILBS. The Trades Unions feel there is more to be done by CVE providers in terms of their marketing to certain groups, such as the disabled and the ethnic minorities. The Trades Unions also stress the point that CVE needs to be delivered in a flexible and responsive fashion and that enrolment procedures need to be made simpler and more flexible. They are keen that HEIs offer smaller units of credit so that individuals in flexible labour markets can progressively build up their levels of accreditation. The Trades Unions see the Open University as a good model of best practice.

Professional Bodies

The role of professional bodies is likely to be increasingly important in CVE. For some time they have been involved with HEIs in developing professional standards and have a wealth of expertise in terms of developing coherent frameworks of career progression and CPD (Continuing Professional Development), which, as a subset of CVE, deals with more individual aspects of training. In a world where people are changing jobs more frequently, the professional bodies will feature more as they articulate the training needs of their members and define the boundaries of the professions and maintain standards. Professional bodies are also able to market training to their members and this affords HEIs an avenue for precision targeting. Professional bodies believe that with modern working practices it is the case that their members will require a particular form of CVE which is increasingly identified as CPD (Continuing Professional Development) and maintaining professional competence. This has been articulated by a number of professional bodies who believe that the modern professional has to do far more than previously and may also routinely have to move around from technical to managerial roles, thus constantly requiring updated skills or the acquisition of skills that were never previously thought of as important to a given profession. It may be the case that an engineer needs to acquire a language to work abroad or that a banker will require specialist knowledge not just of banking but of the types of business that the bank is involved in. There is also a demand from professionals that HEIs be more flexible in their CVE provision and allow enrolment at different times throughout the year and offer smaller units of credit. At the root of this is a recognition that there is no longer an unchanging or even a well defined area of expertise which constitutes a profession. Professional bodies are concerned that they should be involved with the HE sector in order to develop new professional standards and in some cases to redefine the professions.

C. Relationships between industry and HEIs and regional economic development

There appears to be a consensus that the most effective way to market CVE is by knowing a good deal about the local and regional economic situation and by building good relationships between HEIs and industry and business in order to identify and meet training needs. Clearly CVE customers want HEIs to make contact with them to discuss their training requirements. They do not want to deal with 'dons' but to do business with people who they can relate to and who speak the same language. Employers want a genuine partnership with HEIs and many have expressed concerns about the ways HEIs deal with people.

Employers know that increased levels of training do assist their businesses. However, few of them had any particular preference for HEIs as providers of training. HEIs are seen as just another provider of training among many. What employers do needs is a strategic vision. It is widely believed that the sheer scale and expertise of HEIs means that they are likely to be good partners for employers to deal with when developing and anticipating the training needs of businesses in the medium and long term and also in assisting in the development of the local and regional economy by addressing the specific training needs of companies, individuals and the public sector. The CIHE document "A Learning Nation" makes the point that "Such partnerships will enable institutions to focus on their own areas of excellence, to share costly engineering and other infrastructure and to make the best use of overall local educational and community facilities".(CIHE, 1996) It is the case that employers view of CVE as an important element in developing people's careers as they re-skill and they are aware of the potential contributions to this process HEI's are able to make at a local and regional level.

It has been said that this recognition of the potential contribution of HEIs can easily shade into quite unreasonable expectations of what can be achieved. Training is only one element in a company's success and CVE cannot be a panacea for all the problems that face customers, nor can it run at a financial loss. If unchecked these unreasonable expectations can cause problems in terms of customer relations.

Summary

*There is a need to develop better working relationships between HEIs and employers, professional bodies and regional organisations to assist in the development of a more strategic approach to CVE and a more effective marketing of provision.

*There is a need to develop user friendly forms of administration in HEIs and to develop more straightforward relationships between those administering CVE and its marketing and customers.

*There is a need to develop the business and marketing skills of persons involved professionally in CVE.

*There is a need for HEIs to liase with customers and to ensure that their expectations are not unrealistic.

*There is a need to integrate not only CVE but also CVE students into the life of the HEI and to make this explicit in marketing material and practice.

*There is a need to work more closely with professional bodies to develop CVE provision, especially to the individual.

- There is a need for HEIs to be far more flexible in their CVE provision and to offer smaller units of credit that better suit modern professionals.
- There is a need to undertand that customers and organisations may have widely differing opinions about CVE and the HE sector. The national, regional and local positions of some organisations are often at variance with each other.
- There is a need for HEIs to realise that many potential customers of CVE do not see HEIs as natural partners and that they may be antithetical to the HE sector.

Part 2 – Provider perspectives

A. The size of the CVE market and its features

The picture we have of the existing CVE market is determined largely by the data we have from HESA through the non-credit bearing student record and the individualised student record. The problem arises immediately because only 34 institutions have so far made use of the latter to identify CVE activity. A range of problems has been raised by HEIs concerning the nature and extent of the CVE market in terms of what is being done at a local, regional and national level by HEIs. HEIs have little idea of the extent of CVE in the sector as a whole and therefore are not able to plan as effectively as they would like. These problems have been raised in the UACE CVE Network which has identified this as an important area for future work. There is a clear need for the data collected by HESA to be used in a more productive way than it currently is.

There is a major problem of determining the amount of CVE that employers do for themselves. There is no firm figure of how much CVE is undertaken by private providers. As far as TECs are concerned Mark Lister at the TEC National Council has given a figure of £470 million as the sum spent by TECs on training, excluding Youth Training, for the period 1996–1997, although this figure will obviously not be solely CVE and is predominantly spent in the FE sector. The CBI in its 1995 study claims that a figure of £28 billion is spent by employers and £13 billion is spent by individuals on training. The CBI has guestimated that around £1 billion is spent on what might be termed CVE, around 10% of which is provided by HEIs. Economists working in this field point out that the de-coupling of the education and employment markets means that much of what might be termed CVE is overlooked since many graduates are undertaking courses of study as unemployed persons.

In general the fact that insufficient information is available about CVE provision at a local, regional and national level has hampered the development of CVE marketing in HEIs since the nature of the CVE market in the HE sector is a matter of conjecture. What is certain is that better information about the nature and scale of CVE in HEIs would certainly assist the development of better marketing strategies. There is a need to feed the data they collect back to the sector both for analysis and the benchmarking of provision. It has been pointed out on numerous occasions that universities are knowledge-based businesses and they require this information in order to develop their marketing and research strategies.

B. Marketing the "university/college"

There would appear to be a body of opinion that argues for a marketing strategy that stresses the benefits of working with an HEI first and only secondarily the benefits of a given programme of CVE study. This would allow the HEI to press its advantage in terms of its ability to confer certain cultural and intellectual advantages and to associate CVE with the wider excellence of the HEI. This position has been taken by a number of colleagues in the HE sector as well as others who have been interviewed in the course of the research. In a market where the HE sector has possibly only 10% of the business it is essential that providers of CVE in the HE sector stress their unique features and emphasise the quality of their CVE provision but also the wider benefits of undertaking CVE at university or college of higher education. Increasingly the CVE offered by private providers is seen to be of a high quality, is competitively priced and can even be accredited. Therefore HEIs can gain some advantage, it is argued, by 'selling the HEI'. This is, of course, common practice in other areas. It has been said that Nike do not sell shoes and shirts so much as the brand 'Nike'. This type of marketing may afford advantages to HEIs since:

*It allows CVE provision to be integrated into the rest of the HEI provision and to be marketed as a mainstream endeavour.

*It allows the university or college to point out the benefits it can confer in the wider social and cultural spheres.

*It assists in the marketing to alumni so that CVE can be viewed as another type of provision offered by their alma mater.

*It points out the differences between private providers of training and HEIs.

Clearly this strategy presumes a quality CVE product but unless CVE is of a high standard it will not be attractive to customers in any case.

What is important in this strategy is the ability of the HEI to promote CVE as a core activity at a corporate level. It is often the case that CVE is devolved within an institution and one consequence of this is a reduced likelihood of promoting CVE as a corporate activity. Where CVE is not yet fully integrated into mainstream HEI it is not given the prominence given to research or to degree provision. These issues, relating to organisational structure, are in need of further research.

C. Segmentation of the market for CVE in terms of customers and HEIs

Students of CVE

One feature of much of the literature and promotional material produced by HEIs is that it tends to pay little attention to the nature of the potential students of a given course of study. There are courses which target women and ethnic minorities but the disabled are almost totally ignored. It has been suggested that is because there are usually no specific funds to develop provision for this, though women and some ethnic minorities have been assisted by EU funds. Denis Gregory of Ruskin College, Oxford, an expert on education and disability, maintains that pastoral systems need to be in place in the CVE provision of HEIs and that these need to be made known to potential students and that without these systems a given HEI is unduly curtailing its potential student base. However, CVE students are likely to be a very diverse group of individuals with very different needs.

Roy Harrison at the IPD has suggested that HEIs need to develop new types of courses because there are likely to be fewer traditional undergraduates in future and that CVE could be part of this process. But since CVE provision targets certain skills for industries and not individuals, CVE promotion may well disadvantage certain groups, such as part time workers, since HEIs tend to target large companies rather than individuals. This suggests that HEIs ought to be reaching out more than they currently do to those outside of company structures in order to meet the needs of well-represented constituencies.

There is also potential to make far greater use of alumni than at present. Alumni can be readily segmented into their degree subjects; they can readily be contacted and they can be expected to have a high level of commitment to their former HEI. It is surprising that HEIs make so little use of alumni when in the private sector companies are paying for lists of names to target. Using alumni over time may allow some research to be undertaken on the career paths of different groups of former students. HEIs are the obvious place for alumni to look for their CVE/CPD needs throughout their working lives, especially since distance learning does not require students to reside close to the HEI with which they are studying.

Marketing to individuals

One of the biggest challenges facing HEIs is how to develop a strategy for marketing CVE to individuals. There is a lot of discussion of "learning organisations" and of knowledge being of primary importance to a company's success but flexible labour markets mean that individuals will increasingly become liable for the development and the cost of their CPD. HEIs need to address that need and to develop marketing material which will be aimed at meeting the needs of individual professionals. The cost of provision is likely to be a sensitive issue for individuals. The marketing of CVE to individuals will need to develop sophisticated methods of targeting and to this end the use of alumni links and membership of professional and trade bodies may play a key role in identifying those indiviauls who can benefit from CVE.

Professional bodies

Professional bodies may offer one route whereby the market for CVE can be segmented. There are obvious areas of expertise that CVE caters for eg. engineering, law, management and IT; but modern professional bodies and modern professional practice may well require new skills and expertise beyond what is conventionally thought of as areas of necessary competence. By working with the professional bodies it may be possible to offer CVE provision in a highly targeted way: at the very least professional bodies afford the possibility of being able to deliver targeted CVE promotional material to their members. It may well be the case that CVE marketing will utilise the professional bodies as a way for HEIs to reach individuals. This is particularly appealing in areas such as engineering where there is a high turnover of staff and contract working and where professionals may well be working on a consultancy basis and outside formal company training structures. The professional bodies will also be increasingly important to HEIs in developing new CVE provision since they are abreast of developments in their sector and can predict demand for new types of provision.

Types of HEI

Both providers and customers have made it clear that the diversity of the HE sector is an important factor. HEIs marketing strategies need to reflect this in the light of their own institutional objectives and capabilities. They need to realise that since there is no uniform CVE market they have to develop provision through partnership activity and market research information and that this provision must reflect their own region, size, history and mission.

D. Collaboration and competition in the HE sector

It was not surprising to discover that HEIs see other HEIs as both key competitors and as key collaborators. Customers would prefer a more rational response to the local and regional economic and training needs they face. In London, for example, whilst there is evidence of collaboration, notably between colleges of the University of London in its LLM programme and its arrangements for postgraduate medical education, there is also enormous duplication of provision, especially in the areas of language training and management training. The present situation is one in which customers are often confronted with a bewildering array of similar CVE courses and are often unable to determine the right HEI given the range of similar provision. This duplication is also undermining course viability as too many compete for too few students. Colleagues in both the HE sector and the professional bodies have expressed a wish for HEIs to collaborate more in the area of CVE to cut down this wasteful duplication. Conversely the IOD sees the multiplicity of CVE courses in certain areas as evidence of healthy competition and vitality. A balance needs to be struck between the needs of individual HEIs to offer CVE courses and the HE sector articulating a coherent provision. There may always be competition in CVE but the development of more collaborative strategies between HEIs is needed if the local and regional CVE needs of customers are to be properly fulfilled. There is a need for HEFCE and others to develop new collaborative strategies.

In the area of market research there is evidence that alarmingly small sums are spent on market research activity. However, it may be indicative, to some extent, of the levels of partnership activity. Where a HEI has good relationships with customers and is developing a range of training for customers there is not the same requirement to market CVE, as in the case with many "open" courses. Nothwithstanding this, there is a suspicion that HEIs need to invest more in market research activity in order to develop their CVE provision.

Modes of delivery and pastoral support

In recent years new modes of delivering CVE have appeared, for example, distance learning, CD-ROM and other IT based forms of provision. This appears to have been both popular with employers and CVE students as a way of better integrating the demands of work and study. Of course different methods of delivering CVE need to be marketed in different ways and different modes of delivery need to be adequately supported. The provision of such support needs to be a part of marketing strategies and a selling point. Many professionals consider that marketing distance learning material without the necessary support mechanisms in place was likely to mean that potential students will be lost, since they may well see the course of study as being offered without back-up. Some trades unionists have suggested that students already under strain at work need more assistance on hand to support their study. It has also been pointed out that new methods of delivering CVE often wrongly assume that people have computers in the home and that they are already conversant with new technology. These factors need to be borne in mind when marketing CVE. It is not enough to market a novel approach to CVE without first thinking through the implications of using new methods of delivering it. The Open University with its long history of using distance learning materials insist that pastoral support to students is important to retaining CVE students and that this support is a key feature of its marketing strategy as a university that cares for its students.

Summary

*CVE should be integrated into the rest of the HEI's provision.
*CVE marketing should consider the diversity of students more than it does.
*HEIs should endeavour to collaborate with each other and with employers to facilitate student's educational development.
*HEIs should make far greater use of their alumni.
*HEIs should take more seriously the wider implications of distance learning and other new methods of delivering and marketing CVE if students are to be given the fullest opportunity to succeed.
*HEIs need to be more aware of their markets and undertake more market research.
*HEIs need to see the links between the need for CPD and modern forms of CVE provision.

*HEIs need to have greater access to the statistical information that HESA and HEFCE collect in order to develop their provision and benchmark themselves against other HEIs.
*HEIs need incentives and practical assistance, including funds, if they are not to target their provision exclusively at students who can pay the full costs of their programmes.

Europe and Credit Transfer

Gaie Davidson-Burnet and Paul Bulley

The UCAS presentation was divided into two parts. After the introduction, Paul Bulley explained how Access Courses are coded using the UCAS Standard Classification of Academic Subjects (SCAS), which is employed to classify all undergraduate degree courses offered through UCAS. He then demonstrated how individual modules within an Access course are allocated a subject code and assigned a credit value.

Gaie Davidson-Burnet continued the presentation by describing the HESA/UCAS Harmonisation project, which aims to harmonise all subject codes employed by HESA and UCAS. Most of the subjects have already been coded to four character level in consultation with subject experts within higher education institutions and, once they have been approved as suitable for consultation by the Project Steering Group, will be sent to institutions for formal consultation.

UCAS is also undertaking an exercise to disaggregate all of the 40,000 full time undergraduate courses it currently classifies into each of their constituent elements. Each module or unit will be assigned a subject code, identified as a mandatory, optional or elective module within specified programmes, and benchmarked against a range of credit currencies. Such an exercise means that, if colleagues wished, part-time programmes could also be coded and benchmarked using the same system.

Considerable interest was engendered by the talk and many questions were raised concerning UCAS' ability to both hold and archive all module and credit data for full time undergraduate provision. Questions were raised concerning the use of Superclass, and attendees were assured that the presenter would request the HESA/UCAS Harmonisation team to prepare an interface between the agreed codes and Superclass prior to implementation.

A question was raised concerning the interface between the HESA/UCAS codes and those employed in other European countries to which the presenter answered that such an activity could be considered as a subsequent step. It was not, however, feasible to handle this and other harmonising factors simultaneously.

Colleagues were interested that, technically, UCAS could hold and archive part time undergraduate module data in much the same way as full time undergraduate data is held if so desired. They were assured that UCAS would be pleased to discuss such an exercise with UACE should members wish to raise such a possibility.

Subject Coding

1. Principal subjects of academic study are identified and grouped together by topic..........

   Group A: Medicine and Dentistry
   Group B: Subjects allied to Medicine
   Group C: Biological Sciences
   Group D: Agriculture and related subjects

etc........................

2. Groups are sub-divided into the principal subjects which logically belong to them, using the group character and a single digit..............

   Group F: Physical Sciences

F1	Chemistry
F2	Materials Science
F3	Physics

3. How do we define 'Psychology'?

C8 Scientific enquiry into behavioural and mental processes. May include study of the brain and senses, and biological and physiological bases of behaviour. Involves a significant amount of laboratory work.

L7 Behavioural studies based on observation and group evaluation of human interaction in all situations. May involve links with local voluntary services and provide eligibility for membership of a professional society.

4. Faculty of Science – Psychology – C800

First year – Introduction to Psychology I
Introduction to Psychology II
Methods in Psychology I
Option
Second year – Psychopathology
Psychobiology
Social Psychology
Developmental Psychology
Language and Thought
Perception Planning and Action
Methods in Psychology II
Psychology Project
Third year – Project including substantial empirical investigation.
Six options from the following:
Brain Damage and Behaviour
Clinical Psychology
Language Development
Psycholinguistics
Applied Social Psychology
Olfaction and Chemoreception
Cognitive Science
Ethnology and Sociobiology
Memory and Cognition

Faculty of Social Sciences – Psychology – L700

First year – Child Development
Biological Foundations of Behaviour
Explaining the Mind
Psychology and Health
Second year – Social Psychology
Experimental Design and Statistical Analysis
Practical Course
Psychology at Work
Learning and Behaviour
Thinking and Knowing, Seeing, Hearing and Understanding

Third year – Education Psychology
Psychology and Law
Learning to Think – Human Factors
The Self-Concept
Personnel Psychology
Clinical Psychology and Social Psychology

5. Why allocate codes?

Admissions. Course codes provide an identifier which can be easily recognised by the applicant, the institution and UCAS.
Funding. Subject codes are used as a guideline for allocating financial resources.
Statistics. UCAS, HESA and the DfEE require and produce statistics; subject and course codes help to provide accurate and meaningful information for planning purposes.

6. Course coding

- Course titles are not necessarily an accurate identifier
- Course codes are derived from subject codes
- Some single subject courses codes are identical to their subject codes
  Chemistry F100
- Combined courses are a précis of the subject classification
  Chemistry and Biology CF11 or
  Chemistry with Biology F1C1
- Codes may simply reflect dominant subject areas
  Digital Television and Multimedia Engineering HW65

7. Disaggregation

- To provide course information at a modular level for applicants and institutions.
- To provide Credit values for these modules
- To work towards a modular database system, where an applicant may apply to a permitted combination of modules or subject area rather than a specific degree, which would:
  a) Reduce administration
  b) Reduce 'redundant' course codes
  c) Assist planning

Europe and Credit Transfer

Lifelong Learning in the twenty first century requires a databank of accredited institutional provision so that the array of learning that people might compose and submit for a tertiary award may be known and validated.

UCAS Curriculum Database

Over 40,000 full time undergraduate courses
Disaggregated to their constituent subject elements
Employing subject codes agreed by HESA and UCAS

Harmonisation of Subject codes

HESA/UCAS Advisory Group on Subject harmonisation. *Aim:* to harmonise the HESA/UCAS codes so that institutions may analyse their applications profile and respond to statutory requirements for data on applicants, students and courses, with optimal ease.

Disaggregation of full time Undergraduate Courses

Courses disaggregated to module or unit level
Each module/unit allocated a subject code
Each module/unit identified by year/level
Each module/unit identified as core, optional or elective
Each module/unit benchmarked against a credit tariff

Learning Better from Experience

Mike Edmunds, University of Greenwich

The presentation was based in research undertaken at the University of Greenwich. This included a DfEE funded Project assessing the role of competence in assessing the Sandwich Year of the BA Business Studies (BABS) degree; a national review of BABS Sandwich Year provision; 7 years experience as a Management NVQ Centre with linked CM,DMS/NVQ 4,5 programs; a review of use of portfolios in Business School Masters programs; experience of using work experience in part-time Masters programmes; competence based Masters awards; a learning contract based Masters; and personal experience as an external verifier for two awarding bodies.

The presenter demonstrated that experiential learning is growing in importance in Higher Education. The Dearing report, for example, recommended a work placement for every student. "The strongest single message which we received from employers was the value of work experience. This is particularly emphasized by small and medium sized enterprises who need new employees to be able to operate effectively in the workplace from their first day. Further development of work experience opportunities requires action by both employers and institutions". (summary para 39)

The expansion of the post 1992 Universities in itself had produced a large increase in sandwich degrees and part-time courses where students worked alongside their study. The increasing number of mature students had led to an increase in the use of APEL. The demise of the student grant meant that many undergraduates had to take part-time jobs. There had been a number of "Initiatives", such as EHE, DfEE, CIHE, LET, and STEP that had promoted experiential learning. Finally the advent and rise in importance of NVQs had also emphasised the importance of experiential learning.

The expansion of experiential learning had, however, brought with it some difficulties. These included staff and management resistance and lack of understanding; a general distrust of the assessment of experiential learning; and programmes where experience was equated with learning. Research also demonstrates that reflective learning is difficult for students, tutors and mentors, and that while there had been a good deal of theorising there had been little development of practice (Brennan and Little 1996).

The main problem for Universities with experiential learning, however, was the "type" of knowledge it developed and assessed. Universities have traditionally worked on courses based on 'academic' or 'prepositional' knowledge where the knowledge and the criteria it should be judged by are controlled within the University community. Experiential learning is different in that it is a more 'practical' form of knowledge usually involving skills, competences and capabilities. It is also open to definition and judgement by other groups (eg employers) than the Universities. This potential loss of control might be seen as threatening by some Universities.

If experiential learning is to be better understood it must be examined in some detail. Is all open learning the same or are there some significant differences based on the aims of the course, type of student and the nature and level of the experience. The course for example may be academic, professional or vocationally based. The student could be full time; part time with their job providing them with non-relevant or relevant experience; or a novice or experienced practitioner. The experience might be good or bad; fixed or negotiable; involve doing or shadowing; be real or an apprenticeship; or be paid or unpaid. The extent to which these might be relevant distinguishing features and the way they might affect experiential learning has been little explored in the literature.

In the same way that the nature of the experience can affect the experiential learning so can the programme design. This should be judged according to two sets of criteria - one for the pedagogy involved and one for the assessment. The pedagogy may be judged by the extent to which it is effective, efficient - for both student and tutor, resourceable, realistic and "enjoyable". The assessment mechanisms used should be judged according to their reliability, validity, credibility, authority, feasibility, 'enabling' qualities and transparency.

The pedagogy traditionally associated with experiential learning programmes has been preparatory workshops, regular reports, projects, university tutor visits and the use of employer mentors. More recently this has been extended to APEL and Work Based Learning Units; preparation for placements integrated into the early parts of degree programmes; planned and integrated de-briefing following a placement; learning contracts; learning logs, diaries and journals; portfolios; peer tutoring and support; computer moderated tutoring (CMT) and electronic conferencing.

Learning can be defined in different ways. These include aims, learning outcomes, skills, capabilities, competences and NCVQ style competences. It can be assessed through the performance of a specific task, a review of learner performance, or a reflective review of learning. The performance of a specific task might involve the creation of an object, such as a design for a building, or the undertaking of a project and the preparation of a report outlining its conduct and results. A review of performance might again include project reports but might also involve direct observation, performance evidence, a portfolio, peer review, appraisal and interview. A reflective review of learning could involve the use of learning logs, diaries, journals, portfolios, a CMT transcript or interview.

Two examples were discussed, the Sandwich Year of a BA Business Studies (BABS) degree and an APEL based Masters award. The Sandwich Year knowledge was academic, discipline based, and university defined; the students full-time; their current role that of a novice or apprentice; the experience did, however involve 'doing' and is paid. The knowledge base of the APEL Masters was on the other hand professional/vocational and aimed at the personal development of the students; the programme was experience led; the students part-time with relevant jobs; the experience real; and their current role that of the experienced practitioner. The experience also involved 'doing' and was paid.

The design of the two programmes and the techniques involved attempted to match and make the most of these characteristics. The Sandwich Year learning was defined in terms of learning outcomes and skills; great emphasis was placed on integrated preparation for the experience through the early part of the taught programme; only minimal placement vetting was possible; assessment was through a diary, journal, portfolio and project report; employer, tutor and peer support were all utilised and felt to be extremely important; support through CMT and electronic conferencing was being developed; 'de-briefing' of the placement had been formally developed in the post-placement part of the degree; and the experiential learning assessment now influenced the degree classification.

The APEL Masters on the other hand used a wider range of definitions of knowledge including competences and capabilities; placed early emphasis on 'teaching students to learn experientially'; and was assessed through a selection from a diary, journal, portfolio, interview and project report in accordance with a negotiated learning contract based on a review of experience. It also used peer, employer and tutor support; was developing student support through CMT and electronic conferencing; and used the assessment of experiential learning as the basis of determining the classification of the award.

The main differences between the two programmes lay in the definitions of knowledge used; the fact that the BABS Sandwich Year was defined by a pre-set curriculum where is the APEL Masters was a programme in its own right; the BABS was University led whereas the

Masters was experience led; and it was discipline based whereas the Masters was moreconcerned with personal development. Both programmes were successful but 'felt' significantly different from both a staff and student viewpoint.

The conclusions that can be drawn from this experience are the need to be more aware of different "characteristics" of experiential learning in order to choose appropriate pedagogy and assessment; that the nature of relationship between the characteristics of experiential learning and methods of learning and teaching and assessment are uncertain and need lot more research; that many techniques not widely used at present that can improve experiential learning experience of the student and that CMT and "groupware" offer exciting possibilities for developing experiential learning.

Understanding the learner: a new paradigm for university CPD

Roseanne Benn, University of Exeter

Until relatively recently, continuing professional development (CPD) formed quite an insignificant part of the universities' continuing education activity. This began to change in the 1970s and accelerated after the DES introduced PICKUP funding in 1982 to encourage colleges, polytechnics and universities to undertake more continuing vocational education for industry, business and the professions. In 1992 the new higher education funding councils introduced development funding to replace the recently terminated PICKUP scheme. With all these financial incentives, CPD has become a much more predominant part of university adult education during the past decade. The aim of this paper is to outline briefly the evolution of CPD provision from short course to accredited award schemes leading to a range of qualifications from a Certificate in Higher Education to Masters, identify the major implications of this development and explore the consequences.

A fairly typical version of the 'story' of pre-1992 university CPD over the last decade can be seen in two papers *From pragmatism to philosophy!- the Exeter story* a paper given to the 3rd National PICKUP in Universities Conference in Bath in 1989 and *The reflective practitioner: a key role for university providers of CPD* given to the 1994 UACE Conference on CVE both by Roseanne Benn and Clive Nicholas of the University of Exeter (Benn and Nicholas 1989, 1996). The first paper outlined Exeter's evolutionary approach starting pragmatically with the need to get a programme off the ground through a standard approach of assessment of needs, course design, implementation and evaluation and review. The strength of the University was identified as the depth of knowledge of its staff and their ability to provide specialist research-based continuing education and training. At the same time fundamental questions were identified which laid the groundwork for future developments. To quote from the Bath paper

> Given the nature of this strength, how far should university continuing education and training be demand-led or, put another way, to what extent should it be proactive rather than reactive? This is a question that had to be addressed early on in the developmental process. Whilst responding to the needs of the employers which tend often to be specific to immediate operational requirements of utmost importance, it is clear that this is only a limited part of what the universities have to offer. A whole range of educational facilities exist within the university structure which can enable people to acquire more than task-specific skills. The concept of the 'learning organisation' and 'continuous development' require skills in learning, in thinking, in adapting to change - all skills that a university is well placed to encourage and develop. This also raised a related issue of the extent to which we should be aiming to meet organisational needs as opposed to the individual learning needs of people within those organisations. Of course, the two are not inseparable but the demand-led approach does tend to bias provision in favour of the former. – (Benn and Nicholas 1989:104)

But there were targets to be met, so for two years a programme of short courses was developed which due to the emphasis on quality became securely grounded and well-regarded both within and outside the University.

The major review at the end of this period showed that the simple assessment of needs had been replaced in all our thinking by the following criteria:

- to meet the needs of employers, the individual and government
- to utilise as fully as possible the resources of the University
  and above all
- to bring the ethos of University level education to all our programme design.

However, if this central ethos of university education is defined (Benn 1997) as the development of self-directed learning, the opening up of useful knowledge, not just in a straightforward vocational sense but enabling participants to understand, analyse and subsequently to change, developing critical analytical awareness and giving the intellectual tools so that individuals can find their own way to their own conclusions, then we had a problem. Short 1-5 day courses could not adequately fulfil our third criterion. What was needed was a longer-term ongoing framework for learning allowing the time required for complex ideas and concepts to develop.

The 1994 Leicester paper located this thinking in the framework of current adult education theories expressing the evolution outlined above as a move from behaviourism through Knowles' andragogy (1970, 1978) to Schon's concept of the reflective practitioner (1982, 1987). It argued that an examination of the theory of the reflective practitioner suggested that a different curriculum and approach might be more effective in encouraging the skills and abilities necessary for any professional to operate successfully in these times of rapid change. The importance of the role of higher education in the development of these higher learning skills led to the conclusion that universities needed to be centrally involved in the provision of CPD but that for some institutions the ideas of reflective practice would bring the need for new and different provision. The universities would need to take this on board and design programmes firmly embedded in the concept of the integration of work-based practice with student-led, independent learning. Acknowledging the restriction of time, they would need normally to involve the student in a year or more of part-time study. These, together with the existing successful short course programme, would provide a flexible and accredited range of offerings that would enable professionals to continue their life long learning in a systematic and productive way.

This 'Exeter Book' of CPD reflects the evolution of much of pre-1992 university CPD from short term pragmatism to long term award schemes but the implications are far greater than just a change in provision. For me, rereading these papers and surveying the CPD literature was very revealing. Most of the writings in CPD are concerned with policy, regional implications, provision, the workplace and workplace learning, national and international implications and other factors which very much reflect a provider (government, institution or funder) view of CPD. There is little that acknowledges that CPD is essentially about adults wishing to learn andlimited positioning of CPD within the wider framework of adult education theory. Of course, ideas such as the reflective practitioner concept have impacted on the field but there is limited application of other theoretical ideas. (For an interesting exception, see Peter Jarvis' clever use of the ideas of andragogy and pedagogy to differentiate between initial professional training and post-experience updating (Jarvis 1994)). This lack is particularly serious in the new scenario of award-bearing provision. It is likely (Knox 1996, Carter 1996) that though companies will continue to 'send' people to short course, individuals will initiate attendance on longer term programmes leading to higher level qualifications. Again, there are papers addressing the individualness of the CPD learner (Maguire and Fuller 1996, Blunden 1997), but it would seem strange for universities with their commitment to research-based teaching not to utilise the substantial body of adult learning literature to enrich their CPD provision. There are, in addition, pragmatic reasons why the effort of locating CPD into a theoretical framework of adult education should be worth the effort. Dropout on short courses must be very low by definition but programmes based on this approach require considerable development and recruitment effort. An individual on a Masters course needs only to be recruited once but effort needs to be directed towards retention. Long term modular schemes potentially have a much higher dropout rate. If universities are to successfully move into modular award schemes then they will need to understand much more about their students in terms of who they are, why they are on the course, what barriers there are to attendance, why some stay the course and some drop out.

The rest of this paper will outline some of the areas which will need further investigation in this new paradigm of individualised CPD.

The individual or the corporation

CPD is moving from its concentration solely on short course provision to embedding this in an award framework. The reasons for this lie most obviously in the very real problem of the sustainability of short course programmes. But in addition as a substantial employer survey carried out in 1996 in the South West showed (Dawson 1996), it takes a massive effort to make even local employers aware of the university's services. The survey indicated British industry's lack of interest in training by the fact that employers with a training budget were in a minority (38.2%). It noted the importance of the individual in promoting training opportunities in the region suggesting that they rather than the company identified training of interest to both them and their employer. It also noted the significant role of professional organisations in promoting CPD for their members (again individuals not employing bodies). As Woodward (1996) states, within the essential coalition required between individuals and employers to ensure effective CPD, the questionable area remains employer commitment. Employers appreciate intellectually the need for CPD but are concerned that award of qualifications may lead to expectation of promotion or other work benefit. Individuals value qualifications as increasing job security and enhancing career prospects. These findings are echoed in research carried out by City University on part-time students on postgraduate courses with a work-related focus (Carter 1996). They found that with few exceptions companies were not yet managing CPD satisfactorily at postgraduate level and this resulted in tensions between the company and the employee. These came not just from increased expectations of the employee but also from the challenges the programme posed to the employees previous assumptions and practices. These sometimes caused the employee to re-examine their work place with a critical eye which was not welcomed by all employers even though this critical faculty is arguably one of the main intended outcomes of higher education. Carter suggests that many employees see professional development as the responsibility of the individual. This leaves employees in the bind that if they update themselves they may not be rewarded and indeed may be penalised by their firm but if they do not they may suffer in the long term when they may find themselves unemployed and unemployable. These issues need to be explored more fully.

Motivation

The National Institute of Adult Continuing Education (NIACE) carried out a comprehensive review of the literature on participation and non-participation in formal adult education (McGivney 1990). Whilst noting that the whole concept of participation in such a large, diverse and complex sector is highly problematic and that theories of participation are woefully inadequate, McGivney was able to suggest the main attributes associated with adult participation. Participation obeys the iron law of education: the more education people have had, the more likely they are to want more and the more competent they will be at getting it

(Wiltshire 1987). Age is a significant factor, arguably more so than gender or race, and young adults are more likely to engage in learning than those over fifty (Anderson and Darkenwald 1979).

Participants are characterised by certain favourable attributes, namely: higher income and occupational levels; the ability to anticipate and instigate social change; a higher level of schooling; and extended social relationships and cultural practices. Interestingly, educational participation is strongly connected with the extent of an individual's integration into community life. Participants are generally an active social minority leading a more diverse and intense social life and tend to be more involved in voluntary groups, political parties, unions, churches and local cultural activities. Whereas participants and non-participants engage equally in mass culture such as newspapers, television and holidays, participants and their families are significantly more engaged in cultural practices such as reading and visiting cinemas, theatres, museums and exhibitions. Hence participation in adult education arises from particularly tenacious social differentiations (Hedoux 1982).

McGivney found that the evidence suggested that irrespective of location or educational setting, certain sections of the community tend not to engage in any formal educational activity after leaving school - older adults; less well-educated people in lower social, economic and occupational strata; women with dependant children; minority ethnic groups and people living in rural areas. She asserts that non-participation is an indictment not of public apathy but of an education system which still projects a narrow and elitist image and which is complex, fragmented and diverse. Whilst situational barriers (such as time and cost) and institutional barriers affect participation, she argues that the major barriers to participation are attitudes, perceptions and expectations.

In summary, the literature on participation indicates that most people consider 'education is for other people'. It is difficult to establish precise figures but most research would indicate that less than 15 per cent of adults in Britain are participating in education at any one time and over half the population has not participated in learning in a formal setting since leaving school.

Are the non-participants the 'problem' or has the system itself failed to attract a large proportion of the population? The answer may partly lie in the importance adult educators attach to self-direction and the proud claim of many adult educators to meet individual needs by the promotion of personal growth through a student-centred curriculum. Unequal access will be inevitable in any service that operates from an assumption that all adults are self-directed and in circumstances which favour participation.

Even if the system, recognising social disadvantage, reacts with provision attempting to help individuals to adapt to dominant social and cultural norms, then alienation, non-participation or failure is likely to result. Adult educators are well-educated: they have themselves been socialised into the norms of the dominant culture. It may well be that adult education attracts the students it does because it conforms to their notions about the nature and purpose of education. There is no outcry from those who have different notions because demand in this service is more often passive than active and voting with one's feet more common than attempts to change the situation. That adult education is based on a middle class and ethnocentric curriculum is evidenced by its participants. It is reasonable to ask if the individualistic and student-centred ideology of adult education supports some cultural styles but not others. As Keddie (1981) suggests, it is not a question as to whether individuals have needs or whether they should be satisfied but rather how those needs are socially and politically constructed, how they are articulated and whose voice is heard.

When adults do participate, the following characteristics may usefully describe some of their common features. Adults bring to their studies considerable knowledge and experience gained over the years and much of this 'knowledge-from-practice' will have been gained through trial and error, and learning from and with peers. Adults are autonomous learners who are used to setting their own goals, activities and timetables and will come with established attitudes and ways of doing things. They are likely to lack confidence in themselves as learners, under-estimate their own powers and be very worried about failure and looking foolish. This will be particularly true for those who have had poor experiences of learning in school or/and (more likely 'and') lifelong experiences of inequality and prejudice.

Adults tend to study part-time and have many other demands on their time so they seek relevance and immediate success in their goals. Relationship with the tutor is critically important in adult learning. Adults expect tutors to have a firm grasp of the subject matter, be enthusiastic, practise what they preach, and manage the overall learning situation effectively. They expect to work hard and be stretched. They expect constructive feedback, to enjoy and be actively engaged in the learning experience and to be treated with respect. One of the crucial differences between adult education and the education of the 'young' is that normally adults do not have to be there. If these expectations are not fullfilled they have the ultimate sanction of voting with their feet (Daines, Daines and Graham 1992). These findings which relate to all CE seem to be equally true for training (Training Agency 1989). More work is needed to confirm this.

Employees are adults who live, work and function in a complex society. The decision whether or not to participate or to continue to participate in CPD is affected by a range of forces acting on the individual. These may include their goals, probably work-related but perhaps also for personal development; current cultural forces which could include attitudes to gender, class, race, age, current world views, horizons of time and place; political forces such as political expectations, the climate of lifelong learning, the current qualification 'mania'; educational forces such as experiences of school, college or university; experiences of work and support given by colleagues and employers; the effect of the tutor and their pedagogical approach; and the match of the curriculum to the learner's goals. All these factors influence participation and retention and need to considered in the CPD context.

It may be that human motives are more complex than is often indicated by survey research. To understand the more subtle factors calls for a longitudinal qualitative approach.

Theories of adult learning

It also calls for grounding in a wider range of adult education theories. The work of Knowles and Schon have already been mentioned but there are many others which could be usefully and effectively applied to CPD. Roger's work on knowledge as a personal construct and learning as the construction and positioning of mental maps or maps of reality is useful for a greater understanding of what teachers and learners actually do (Rogers 1993).

Mezirow's ideas (1981,1994) locate learning in a wider social economic and political framework, are compatible with liberal ideas and have some common ground with the best of competency-based theories. Taking learning to be the social process of constructing and appropriating a new or revised interpretation of the meaning of one's experiences as a guide to action, Mezirow constructed a critical theory of adult learning. He found that the most distinctly adult domain of learning was perspective transformation. This is the emancipatory process of becoming critically aware of how and why the structure of psycho-cultural assumptions has come to constrain the way we see ourselves and our relationships, reconstituting this structure to permit a more inclusive and discriminating integration of experience and acting upon these new understandings. It is the learning process by which adults come to recognise their culturally-induced dependency roles and relationships, and the reasons for them. This approach has a contribution to make towards the locating of the CPD learner within the wider socio-political framework.

The work of Foucault (1986) has received more attention in the field of adult education over recent years and has applicability to CPD through his thoughts on power and knowledge as expressed in his discussions on 'disciplines'. He uses the term 'discipline' both as the delineation of bodies of knowledge but also to replace terms like 'profession' as in 'teaching profession'. This allows the term 'discipline' to capture aspects of power that are normally masked. He links the subject area and its conceptual structure to the notion of discipline meaning subjection and obedience arguing that formal education exercises power through the organisation of space, time and capacities. This is particularly true of initial education but also applies to adult education. Activities are carefully organised not just with rooms and timetables controlling distribution and rhythms but also through the development of the curriculum. What activities are appropriate to any particular stage will depend essentially on that discipline's true discourse - that is the knowledge that has been established through the exercise of power within that disciplinary block. Examinations, classifications and remedial treatment establish normal patterns of expectations. This knowledge, developed *through* the exercise of power, is used *in* the exercise of power to produce normalised individuals. This is the link between discipline as cognitive structures and as submission or subjection. In essence, a discipline is a body of knowledge with a system of social control (Marshall 1989).

Given this framework of power/knowledge, shifts from traditional didactic teacher-centred approach in adult education are not an abandonment of the exercise in power over the student but rather a change in the technologies and programmes of power. Power is still exercised in the search for normalised and governable people. If it is more humane, more subtle and less overt it may also be more dangerous. In person-centred pedagogy, discipline is shifted from visible to invisible, overt to covert regulation. Issues of power/knowledge, control and discipline are arguably central in any discussion of education, adult education or CPD.

But it is important that these theories are not absorbed and taken at face value by CPD providers and practitioners. Terms such as learner-centred, arising from humanist routes are seemingly uncontentious and used freely and positively. Assessing and meeting the needs of the CPD learner is taken as ensuring that people can learn what is relevant for them in ways that are appropriate. However there are powerful critiques of this approach both politically and educationally. Edwards (1991) argues that it is no coincidence that this acceptance of learner-centred approaches has become acceptable to government, funders and practitioners within the context of economic need for greater adult learning. Practitioners argue for needs-meeting as a powerfully effective way of obtaining scarce resources which would not be given for wants or desires. For politicians education becomes defined as a 'lack' within the learner which can then be overcome. This removes the responsibility for the 'lack' from society and places it with the learner. It carries the political message that we can all identify our needs, have them met, then make good in our jobs. This is a highly contentious and highly political assumption. Folley (1992) criticizes learner-centred approaches from an educational perspective He argues that the humanistic approach can lead to the tutor attempting to become an endlessly supportive facilitator, and to the development of a style of teaching and learning that ignores unconscious motivations and responses, and which most seriously, does not challenge and extend learners.

This paper has outlined one university's evolution in ideas and practice in the field of CPD. It argues that the individualisation of CPD will require practitioners and theorists to move away from their more traditional considerations of funding, policy and institutional factors towards a greater concentration on CPD as a form of adult learning. This implies a greater emphasis on issues that have traditionally been considered by CE practitioners and theorists such as motivation, participation and retention. Other areas to be investigated but not mentioned previously could include guidance, admissions, student support, APEL/CATS, group learning, learning from experience and alternative delivery methods. The last section argued that CPD practitioners need to be aware of current educational theory and practice but this awareness should be critical. It in fact argued for a reflective practitioner approach not just to the discipline being taught but also to the process of adult learning and teaching that is also taking place It argued that CE and CPD practitioners and theorists should work more closely to share knowledge that might ensure that the university system makes its total resource widely and effectively available to adult learners no matter whether they are learning for vocational or non-vocational reasons.

Organisations have one set of reasons for supporting CPD and these have been well researched. Individuals arguably have a partially or completely different set. It is the understanding of the individual learner and their motivations that forms the new paradigm for university CPD.

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Fast Forward to the Future: Corporate and Academic Learning Partnerships – the Case of the University of Surrey and Fina plc

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The rise of Work Based Learning in the last decade can be viewed as a recent manifestation of the old debate between the advocates of Liberal Education and those who advocate Utilitarian Education, symptomatic, perhaps, of the changing perception of how 'knowledge' and 'learning' can be defined (Lyons, 1997).

Work Based Learning necessitates the recognition of learning off-campus, which in itself needs to be distinguished from studying off-campus. Studying off-campus is associated with distance learning, and some of the liberal aspects of Continuing Education which have evolved from the old extra-mural tradition. Learning off campus, while having certain merits for a University, logically results in the need to assess the limitations as well as the possibilities of the University's learning capabilities and capacities. Recognition that organisations external to Universities are major repositories and generators of learning capital, demands that issues such as "ownership of curriculum" and "ownership of assessment" be addressed. The debate on ownership of curriculum is not new, but the debate on assessment is more current: while the University has the responsibility for assessing the quality of off-campus learning, there is a need to understand this responsibility does not confer ownership of it. For Work Based Learning to be nurtured and developed it needs to be appreciated that any attempt to combine on-campus and off-campus learning involves agreements based on equitable partnerships (Portman, 1977).

Such partnerships can best be viewed within the concept of 'organisational learning' which has gained credibility in recent years (Teare et al, 1997) Organisational learning has been described by some as a growth industry for the corporate world, whilst paradoxically within higher education itself the opportunities presented by organisation learning are not always appreciated (Davies, 1997). Where appreciation, however, does exist, opportunities for co-operation between corporate, professional and academic institutions are limited only by the institutions themselves.

A learning organisation can be conceptualised as a social system who members have consciously adopted commonly held processes for generating and motivating individual and collective learning in order to improve performance. As seen by the lay-man, Universities with their management faculties, other seats of learning, and increasing their Continuing Education role, automatically fall within the definition of learning organisations. In the corporate world a learning company is a vision of what an ambitious organisation should be aiming for: facilitating the learning of all its people thus able consciously to transform itself as a whole (Pedler et al, 1991). Action learning, originally proposed by Reg Revans and eloquently argued by him, is seen within the corporate environment as an effective route to implementing learning strategies. Action learning, a constituent part of Work Based Learning, requires commitment and care in implementation. It is not, however, a concept universally acknowledged let alone widely demonstrated within academic institutions. One of the undoubted benefits of entering into and nurturing a learning partnership with a learning organisation from a differing operational environment, is the opportunity to learn from one-another, and structurally implement that learning. Partnerships between academic and corporate institutions, as they successfully develop and mature, can go much further than collaborative writing and research.

The Case Study of The University of Surrey and Fina plc

Some eighteen months ago the Training and Development Manager of Fina plc attended a reception for Adult Learner's week at the University of Surrey representing his company, one of the event's sponsors. The subject of Work Based Learning and Action Learning with Fina plc's aspirations to attain the status of a learning company were informally discussed. Fina plc already had some links with the University of Surrey in a constructive, but disparate fashion. Months later, and many meetings later (some involving the Vice Chancellor and his office, Senate and the many other formal structures of the University) a framework of qualification structures had been devised and approved to respond to those needs Fina plc had identified in consultation with Surrey.

Throughout the whole process both organisations have and are assisting one-another in developing a new and relevant curricula, and new forms of assessment, which while robust and conforming to the University's quality standards, meet the corporate environment's need to develop the learning of all its people and cascade the learning back into its business. The partnership has recognised that it itself is evolving through a series of learning cycles and both nervousness and satisfaction will be constituent elements within the process. Mindful of this, the partnership's primary focus is to ensure individual participants (the adult learners) benefit from action learning.

The qualification structures involved in the new partnership are composed of:

- Credit towards a first degree: bite sized credit units of circa 60 credits addressing specific area of the curriculum;
- an action learning on-line Diploma in Management Studies (DMS); and
- an action learning on-line MBA qualification.

At the outset, while Fina plc wished to focus on a bottom-up approach, opportunities to promptly initiate and nurture the partnership were grasped when the first MBA and DMS set commenced study in February of this year under the Surrey/IMC banner. Much discussion in the public arena has already taken place re the benefits of this type of action-learning on-line programme. A core curriculum covering generic business subjects with industry based project work at all levels, is delivered and supported on the internet with residential teach-ins and group studies commencing with a focused team building session. Ground breaking areas include full 'on-line document delivery' support, industry specific internet forums, and the creation and continual up-dating of a 'set' web site linked by hypertext to all relevant web sites. All of these constituent elements are developments made in response to the need to provide and facilitate action learning programmes tailor made to specific partner (industry) requirements divorced from the need to access campus facilities. This is indeed 'fast forward' to the future!

But other areas are as equally important in 'fast forwarding' the partnership. Accreditation and validation of delegates previous work experience (APEL) and corporate capacity building within Fina plc in such areas as mentoring, while important in accessing and supporting the MBA and DMS process, have themselves begun to move to the fore in recent months with the implementation of the original bottom-up, rather than top-down strategy.

An eighteen month rolling programme has commenced for circa 40 middle managers within the Downstream Division. The aim is that these managers will have the opportunity to attain a University of Surrey Foundation Diploma in Management Development which is part of the BSc/BA Combined Honours Programme. This opportunity for action learning (though the credit award is flexible in conferment) was devised as a response to Fina plc's decision to bring its concessionaire business in-house. Accreditation provides the framework, the engine is the APEL process.

A multi-level credit bearing module was devised and validated, and delivery was commenced this summer to the first of three cohorts. APEL as delivered is seen not merely as a self-development process, but has been identified by the delegates as bringing a new perspective to the way they view areas of their work. In the true spirit of action learning, the APEL process is creating a culture of enquiry and positive questioning. This added dimension is providing a significant difference re delegate participation in the delivery of 'parallel' University accredited in-house modules where the curriculum responds to the needs of Fina plc.

Sound project management of this process has enabled the partnership to readily identify progress. From the University's project management viewpoint it has been particularly rewarding to see a positive delegate response to Fina's inclusive and open strategy. Perhaps Fina plc is somewhat unusual and fortunate in the calibre of its people, though the hope would be that this is not the case and that a similar response would exist elsewhere within the corporate environment.

From the University's learning perspective the following structural frameworks have been developed with the awareness that there will be opportunities for further evolvement in line with University principles :

- A systematic and logical framework has been established with moderation and validation (when required) to map corporate in-house delivery to the University programme;
- APEL delivery and assessment has been sensitive and responsive to corporate curriculum requirements, with quality responsibilities retained and attained throughout, but without the need for 'ownership';
- The on-line MBA & DMS programmes in responding to the corporate partnerships needs, have created a learning process within the University which is encompassing structural and on campus product delivery opportunities;
- Partnership developments have allowed the internalisation of some of the benefits of working within the corporate environment opening up new learning and market opportunities.

From Fina plc's learning perspective recent informal evaluation has recognised the following:

- With support and commitment from those in senior positions, people at all levels in the company are prepared to come together to exchange, support and challenge one another in seeking to act and learn;
- The opportunities of creating and developing a positive corporate culture of enquiry and questioning is now becoming a reality;
- This burgeoning culture of enquiry has already created many identifiable changes in operations, some of which have an already identifiable clear cost-benefit.

The learning partnership between the University of Surrey and Fina plc is in its infancy. However as demonstrated, the benefits of working together have already had a strong impact on both partners. Investments and commitments given by both parties to the partnership are significant. In furthering partnership development, on-going project management and objective evaluation will be key to the process. It is important to ensure that partnership development is as broad and comprehensive as possible to encourage the participation of multi-disciplinary academic practitioners but without detraction from the original focus. A learning partnership offers the opportunity to provide significant means of improving innovation, developing effective teamwork, and an organisational commitment to learning. An corporate organisational commitment to learning promotes corporate organisational readiness, a fact which should not be lost in the changing environment of Higher Education.

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WORKSHOP 3

Promoting Added Value Through Evaluation of Training

Jane Field

Introduction

Promoting Added Value through Evaluation of Training (PAVE) is a surveys and analyses project, funded under the first round of the Leonardo da Vinci programme. The PAVE Project aims to examine how and why employers evaluate training and to publish a Handbook of good practice and comparative analyses. The direct result of promoting added value through evaluation will be an improvement in the quality and effectiveness of training courses and programmes.

This paper shows the overheads that were used as the basis of discussion during the CVE conference workshop. They provide some of the basic data collected from the Project surveys and propose some of the implications there may be for training and education providers if employers start to take evaluation of training seriously.

The PAVE Partnership comprises universities, employers' federations, a TEC and a Chamber of Commerce from England, Finland, Germany, Ireland and Northern Ireland. The University of Plymouth is the Project Contractor.

PAVE Surveys

During the survey process it was important to focus on the aims of the Project. Keeping this in mind meant that we did not spend an inordinate amount of time developing perfect survey techniques, and also enabled us to meet the different needs of the partners. For example, when selecting the sectors of industry from which to select the database we were able to include sectors that had specific interest in different regions (eg pulp and paper is a major industry in Finland). The nine selected sectors of industry and commerce participating the in the PAVE surveys are from engineering, hi-tech, chemical and oil, food-related, retail, professional services, transport, pulp and paper, and the graphics industry. It was agreed that the surveys would involve companies with eleven or more employees.

Considerable time was spent in consultation with the partners to develop the postal questionnaire and to ensure that the translated versions were seeking the same data. 5000 postal questionnaires were mailed in each country during May and June 1996.

Postal Questionnaire returns:

Country	**Returns**
England	410
Ireland	384
Finland	344
Northern Ireland	269
Germany	238
Total	**1645**

From the postal questionnaires 125 companies were selected to participate in the telephone survey, this averaged out at about 25 telephone interviews undertaken in each country.

The basis for selection was evident activity in evaluation processes. Again, the Project outcomes were taken into account; PAVE seeks to identify good practice across the five countries; and that the good practice should come from a range of employers, ie from different sectors and of different sizes.

Continuing with the 'funnel approach', 20 'good practice visits' took place across the five countries (3-5 in each country). The good practice visits focused on specific aspects of a company's evaluation process. The Project did not identify a 'blue-print' of good practice, the PAVE Handbook offers examples of how different employers have approached specific aspects of the evaluation process.

PAVE Postal Survey Data

The following tables are taken from the data collected from the postal questionnaires.

When do employers evaluate training activity?

Stages of Evaluation	**England %**	**Others %**
Pre-training	81	49
During training	42	24
Completed training	88	66
Reflective	62	34

A pilot Project was undertaken in the South West of England in 1995, and the results from the pilot project show considerable less interest and activity in evaluating training. There is an indication that the Investors in People standard has raised the profile of evaluation; it is noted that more companies fail the Investors standard first time around because there is lack of evaluation than for any other reason.

Why do employers evaluate training?

Why evaluate training?	%
To see if the training met its objectives	69
To encourage the effective use of resources	62
To develop individuals and careers	62
To increase the organisation's competitiveness	56
To identify the impact on the employee's job performance	51
To obtain feedback on the training provision	49
To identify the contribution to business objectives	48
To identify the contribution to organisational performance	43
To justify money spent on training	36
To improve the organisation's turnover	31

What is done with the information collected during the evaluation process?

- Review training
- Develop training plans
- Feedback to department
- Reports to the Board
- Personal Career Development

The benefits of evaluation identified by employers:

- Setting objectives
- Measuring productivity increase
- Transfer of learning into the workplace
- Reduction in staff turnover
- Staff motivation
- Improve the effectiveness of training activities

Training and Education Providers – the implications of employers evaluating training

The PAVE surveys focused on employers and did not involve training providers. (If there were more resources there is a lot of additional research that could be done...). it is possible to draw implications for those working in CVE from the data collected. Some of the implications are offered below, categorised into before, during and after the training activity.

Before training activity:
- Training Needs Analysis
- Set objectives
- Evaluation role of Trainer
- Discuss approach with Employer

Note: Training Trends 1993 stated that only 'one third of Training Providers state the objectives of training programmes in promotional material'.

During training activity:
- Review
- Log-books or Diaries
- Observation
- Establishing progress

On completion of training activity:
- Happy sheets
- Report to company
- Receive feedback from company
- Discuss transfer of learning into work
- Input to reflective evaluation

One additional implication, discussed during the Workshop, is that of the financial cost and other resources of evaluating training for the Training Providers perspective. Another area discussed was 'relationship marketing', ie the opportunity to develop medium to long term working relationships with companies, which may be supported if training activity is seen as an investment over the medium to long term, rather than as a 'quick fix' solution.

WORKSHOP 4

Networking on CVE in Europe

Edward Thomas, University of Bristol

The aim of this workshop was to discuss practical questions related to working on CVE in Europe. These focused on the three major questions:

- why work at all in CVE in a European context?
- What are the obstacles to developing this work? and
- how can these obstacles be overcome?

The reasons for extending an existing CVE programme to Europe were straightforward and expected: to increase the size of the market for specialised courses; to cover a particular subject more fully; to enrich a particular course by taking participants from a range of countries, and so on.

The obstacles to adding a European dimension to a CVE programme were also predictable. The major difficulties involve getting the necessary detailed information required to run courses successfully for European groups: how can one determine the detailed needs in the subject of participants from other countries?; how do these needs differ from those of participants from the United Kingdom?; where can one obtain lists of relevant names and addresses of potential students, or their employers, for use in the direct mailing of advertising? If the course is to be run abroad, how can one find suitable teaching accommodation?; and so on.

Probably the most effective way to answer all these questions is to have reliable contacts in the other countries where one wishes to work. That is easy to write but is usually more difficult to put into practice. Finding technical contacts is generally relatively easy: British specialist academic staff are likely to have good subject contacts in the other countries and they can advise reliably on the technical aspects. They are much less likely, however, to have the relevant experience to answer the continuing education questions. For this, contacts with experienced continuing education staff are necessary.

The workshop concluded with a discussion of the activities of the European University Continuing Education Network which aims specifically to provide contacts with university continuing education staff in all the countries of Europe. This it does mainly through its Conferences, which are held twice yearly in different countries, and through its Thematic Groups which provide forums for discussion on issues of common interest, such as quality and work-based learning. In addition, by co-ordinating European-funded projects in which its members can participate and by forming expert teams to take part in international continuing education projects, EUCEN enables British university staff who wish to do so to extend their continuing education research and development experience across Europe. Full details of EUCEN's activities can be obtained for the Workshop Co-ordinator.

Needs and Deeds: a case study in providing for Self-Managed Learning

Sue Thurston, Thames Valley University

Needs: TVU; Employers; Employees; The local community
Deeds: Cellnet Pilot; Learning Advice; Centre Learning Advice Line
The process: pre-entry guidance; diagnostic assessment (includes prior experience) linked with individual learning plan; tutorial support; assessment; accreditation.

Needs:

Sample	*48*
Professional development	70%
Update product knowledge	40%
Learn new skills	25%
Leisure interest	10%

Needs:

Learning requirements
Communications
Human resources
Information access
Languages
Management
Marketing
Market research
New technology (IT)
Project management
Software development/packages
Strategic analysis
Technical innovation/developments

Resource implications:

Staffing
Learning resources

Monitoring and Evaluation

Learners
Staff - TVU
Employer
Accreditation
Progression

Embedding:

Building a strategy for Self Managed Learning

Continuing Professional Development: A Discussion Paper

Bob Gibbs, University of Nottingham and Harry Gray, University of Salford

1. A Historical Perspective

Continuing Professional Development (CPD) is a recent arrival on the university scene and the long waited Dearing Report pays little explicit regard to CPD. Historically, Adult Education Departments were marginal to the main business of a university and were seen as something of a concession towards adults who had missed out on university study and who could be satisfied with a variety of 'tastings' selected from the more robust parts of the undergraduate courses. Gradually, Adult Education transformed into Continuing Education and in due course received its biggest boost from PICKUP funding in the 1980s when the idea of vocational continuing education began to emerge. At the present time, the PICKUP funding has been converted to development funding, available in reasonably substantial sums through a competitive bidding process. There is also some money from the DfEE regional and national development funds. It is this special funding that has enabled Continuing Education to gain its present substance and enter a state of unaccustomed activity rather than any well-developed theory of what Continuing Education might be. HEFC special funding was made available in 1994 on condition that Contining Education Departments or Units developed a strategic policy and plan but this became more of a theoretical exercise than strategic action. CE, CET (Continuing Education and Training) and CVET (Continuing Vocational Education and Training) are still more opportunist than strategic and often quite marginal to university mainstream concerns. Perhaps more than most departments in universities CE departments depend on additional marginal funding rather than establishment funds.

Because most CE and CVET is marginal to mainstream activity in universities, in many universities this 'new' funding has simply been recycled into a process whereby subject departments request from CE departments funds for specially mounted courses. It is quite clear that few universities have a clear idea about Continuing Education as a major strategic thrust, and Continuing Professional Development is often little more than an attempt to turn a rhetorical phrase into substance by default. No university in the UK has taken a proper strategic view of CPD; all see it as marginal and are unaware that it could be at the cutting edge of new developments in teaching and learning, often more successfully than Education Development Units which tend to be focused on internal curriculum and staff development.

2. An Emerging View

Continuing Education or CPD is different from other university departments in that it crosses (and unites) disciplines and is not an area of single application such as professional schools or subject departments. Strictly speaking much of the universities' interest in business and employment is through disciplines (eg. engineering) or areas of application (management of organisations). CPD does not manifest itself as a distinctive and coherent field of interest in any HEI but is dependent on other departments for both content and processes (eg. Human Resource Management). It is difficult, therefore, to identify the distinctive nature of CPD unless it can be discovered to have unique qualities of its own - in content, application and theory. This it can do but its achievement is easily ignored when viewed from the standpoint of mainstream subject disciplines. The key to CPD is probably the modes of learning espoused - adult learning theory, androgogy etc. - where more deliberate note is taken of how people learn than on other subject based courses. In any case, because CPD is very much consumer or customer orientated it has to be concerned about styles of learning appropriate to the learner not just those derived from an analysis of the subject or discipline content. The kind of need expressed by consumers who have a primary interest in the application of learning to the workplace usually has more to do with developing personal qualities such as critical thinking skills, problem solving, communications, developing trust, managing motivation and commitment than the objectivity of academic theory.

Universities are basically organised around the delivery of three-year full time undergraduate degree courses and the requirement for academics to pursue individual research. Continuing Education has been used to break out of this delivery structure but in most institutions the dominant thinking is predicated on the undergraduate degree requirements. There is an over-riding perspective that undergraduates are young and inexperienced but this does have to be the case. There are good arguments for seeing CPD as a different mode of delivery and a different clientele but also as an area with a different underlying pedagogy and even drawing on a different form of content than traditional undergraduate programmes. The difference is that first degrees are 'initial' preparation for novices or tyros while CPD draws on varied experience bases both within and without traditional initial discipline boundaries. Universities have little understanding of the differences between 'young' and 'mature' students except in terms of age. They do not, for instance, understand very well the difference between naive beginners and experienced or mature beginners even when they are on postgraduate courses.

Viewed in this way, CPD is ready for a redefining (re-constructing) not as an operational form dependent on other subject disciplines and departments, but as an area of application in its own right. That is, the market is different from other university departments not only in its clientele but also in its subject matter and pedagogy. For example, the interests of its clients are embedded in experience and history - both professional and personal. There is also a concern with ethical and values issues. There does seem to be an increasing interest in rediscovering and reinventing the 'soul' of organisations. The matters that receive attention today concern coping with economic and technical change, changes in the nature of jobs and work itself, skill renewal and job security. The idea of organisations as places of learning - of organsational learning - is coming to the forefront of concern and the implications for individuals who may be threatened by change and development are at the top of many agendas.

It may be helpful to distinguish among occupational learning and development, vocational (professional) learning and development and personal learning and development. Occupational learning and development are largely related to performance (competence) in specific jobs, while vocational is related to potential (capability) for future employment. Personal learning is related to those individual talents, interests and dispositions that go to make up the individuality of each human being and have more purposes than mere fitness for employment.

3. Distinctive Characteristics

CPD, then, has become a different kind of university provision because it relates to something different from the mainstream activity of the university - the simple generation of intellectual capital (the aggregation of high level knowledge and skills). CPD is concerned with the kind of learning that individuals need to experience as they pass through the various transitions of adult life concerned with both earning a livelihood and engaging in social activity of the widest variety. Therefore, it is not essentially knowledge based (while most other university areas are) but experience based. This means that it requires both a different pedagogy and modes of assessment and evaluation. Furthermore CPD is rooted in social learning experiences because most CPD students wish to engage in conversation with other people not merely to imbibe knowledge and information. In any case, CPD easily recognises that knowledge is both socially determined and socially interpreted. If initial learning in universities is concerned with knowledge then CPD is concerned with wisdom.

One of the great lacks in the area of CPD, and Continuing Education in general, is that it has an inadequate pedagogical basis at least in practice if not in theory. Much of the development in curriculum in both schools and universities over the last several decades has been more concerned with the packaging of knowledge than personal processes of learning. Though there are a number of popular models of learning they are in fact more concerned with the delivery of teaching (that is, taught knowledge or instruction) than the nature of personal learning. Teaching and learning in higher education is more concerned with controlling both knowledge and the students than increasing the autonomy of individuals as personal learners. Many government initiatives have been more concerned with simplification, standardisation and normalising qualifications than improving the quality of learning experience. The current bias of both major political parties is towards using education as a means of control through standardisation and uniformity. The National Curriculum is one such attempt but standard assessment criteria such as NVQs are another. Adults on CPD programmes are less interested in comparing themselves with other people than gaining greater confidence in their own learning.

Of course 'learning' is a complex concept and an ambiguous term. In this context, it is used to mean more than memorising facts or opinions. It means the holistic process whereby people and their organisations come to terms with the realities around them - physical and material, organisational and personal, political and social. Learning is the process of adaptation and adjustment that we engage in, in order to live. That we also have to remember and understand is part of that process but all learning is contextual and takes its meaning from social contexts. For adults the separation of facts and data from the recollections of their own experiences is difficult and they usually apply the criteria of 'usefulness' or 'interest' to what they learn. Few adults are interested in learning because they are told to without good reason. The best adult learning is sceptical and critical.

4. A Way Forward

CPD is currently the best opportunity for change and reform in higher education because its concerns are central to innovation. But it is largely untouched by historical forms that support fundamental change. For example, CPD can be delivered by partners outside the university itself, it can be paid for in a variety of ways, and it is more customer-centred than conventional subject departments. Because its starting point is the customer it has to look at how the customer learns as a priority over what the customer learns. It has to consider assessment in terms of customer need and not 'subject discipline' terms. And it has to take into full consideration both how and when the customer wants to learn. Evaluation of CPD is personal and subjective relating to awareness of need or want. In the practical world of application criteria that academics might find inappropriate or suspicious come into play and a variety of consumers taking the same programme have legitimate authority to evaluate differently without a single overall evaluation standard. The relevance of learning to individuals is one of the strong contributions that 'extension education' made but is being lost in the current tide of so-called objective evaluation, which embraces, for example, NVQ and occupational standards.

Essentially, CPD is the only realistic trialing ground for new content and new methods in higher education. However, experimentation is tightly controlled by quality mechanisms concerned with customer response and also the support of learning partners who are increasingly drawn from 'best practitioners' in their field. There is a danger that CPD will go for the latest novelty in packaged learning - such as IT based schemes - but these will soon be dominated by large commercial companies who will provide the CD ROMs and ISH networks. The key ingredient in CPD is that learning is a social activity and adults learn best when in (affinity) groups interacting in a lively manner. Being learner dominated and learner led is probably the most important contribution to the development in HE that is happening at the present time. Here it is informative to look at how the University of the Third Age operates - basically through peer learning.

5. Summary Points

CPD is the core activity of Continuing Education around which several other kinds of activity (such as Adult Education, University of the Third Age, Community Education, etc.) can be grouped. But essentially CPD is concerned with the personal development of adults in their working, personal and social life with its various work/life transitions; CPD is a life-enhancing process as well as one of vocational development.

The delivery of CPD must meet the practical and personal needs of its clients and that means the structures for delivery have to suit the life styles of mature adults with due acknowledgement of the demands on time of the workplace and domestic circumstances. Courses have to be offered through a different kind of time-table from initial undergraduate courses and probably in different locations than conventional university courses. And there has to be recognition that the members of a CPD group will have a diversity of reasons for taking the course and a variety of learning styles and approaches - which means they have a diversity of needs in terms of assessment.

CPD is predicated on the learning process itself not on the content of knowledge. CPD is not about transmitting knowledge but encouraging and enriching the process of learning. Because CPD is consumer-centred it requires delivery on a different pedagogic model from initial training. The pedagogy for CPD is not well developed and there is the need for a good deal more research into how adults really learn.

CPD is in a different sphere from mainstream higher education (which is concerned with the development of knowledge and the transfer of technical discovery.) Although it may draw on mainstream academic expertise, CPD is more concerned with innovative ways of learning and the creation of knowledge and understanding. CPD provides an arena for change and development, innovation and alternative approaches that are freer of history and convention. CPD is an area where new ideas in learning can be tried out and new boundaries explored.

Because adult learners are normally more interested in their own personal learning rather than competitive learning, CPD requires new modes of assessment and evaluation that are not comparative in the way traditional university assessment methods are. And different modes of assessment are only possible when different modes of learning are in operation. CPD is nearer to the idea of the 'virtual university' than any other areas of university activity. It is the R&D department of the university so far as teaching and learning are concerned but also in the development of new forms and modes of university life. The issue is does Dearing present a platform upon which to develop this approach?

A model for a generic Continuing Professional Development Masters programme

Gillian Jordan, Bernadette Katchoff, University of Greenwich

Outline of session:

- developing and delivering a Masters programme for professional practitioners
- staff training and development
- utilising students' skills and expertise
- potential transferability of the model to other professional areas

MSc in Continuing Professional Development (Health)

Core elements:

- reflective practice
- collaborative learning
- critical thinking
- computer mediated communication

Definitions of reflective practice:

'Reflective practice is a process of reviewing an experience of practice in order to describe, analyse, evaluate and so inform learning about practice'. (Reid, 1993)

'Reflection lies at the heart of scholarship' (Baron, 1988)

Reflection is ...'the key process in professional learning'. (Thorpe, 1993)

The process of reflection

- it is a complex process of learning from experience
- it challenges the taken-for-granted assumptions, values and norms of practice
- it doesn't separate thinking from doing
- it leads to the construction of knowledge which results in changes in practice
- it enhances a critical understanding of the nature and scope of past, current and future professional practice.

Collaborative learning

'...individual learning as a result of a group process' (Kaye, 1992)

development of a 'learning community' (McConnell, 1982)

there are responsibilities inherent in being part of a group process....

A collaborative problem-solving activity

1. identify as many as possible on your own
2. work with a partner and see how many more can be identified
3. work in a group and see if that facilitates further identification

Critical thinking - a core academic and intellectual activity

'Critical thinking is a praxis of alternating analysis and action' (Brookfield, 1987)

'Critical thinking is reasoning in which we analyse the use of language, formulate problems, clarify and explicate assumptions, weight evidence, evaluate conclusions, discriminate between good and bad arguments and seek to justify those facts and values that result in credible beliefs and actions' (Bandman, 1988)

Concept of computer mediated communication (CMC)

The use of computers, telephone lines and specialist software to facilitate interaction between students and tutors irrespective of geographical location or time zone.

Developing and delivering a Masters programme for professional practitioners

- organisational issues
- tutoring issues
- student issues

Utilising students' skills and expertise

'...the richest resources for learning reside in the adult learners themselves'. (Knowles, 1990)

as these professionals work together they will be encouraged to move towards both greater autonomy and partnership as they seek '...consensus on the paradigms to be used in the analysis of phenomena and on what constitutes the relevant knowledge base for practice'. (Schon, 1983)

Potential transferability of the model to other professional areas

- our plans within the University of Greenwich

from what you have heard - what are your views on the potential for transferability to your areas?

CPD and Doctoral Study

Jonathan Garnett and Lucy Thorne, Middlesex University

The National Centre for Work Based Learning Partnerships at Middlesex University was introduced and a brief history of its progression since 1993 was given. The aims of the Centre were highlighted about the development of work related learning programmes and the range of partnerships that NCWBLP works with was briefly discussed.

The structure of the accreditation services at Middlesex were then outlined and the format for work based programmes were described.

These programmes were then expanded upon by an explanation of the credit structure and its relationship with work based qualifications. Some of the principle characteristics of a Ph.D. were discussed so that doctoral study can be contextualised.

First introduced officially in this country in 1917 even though scholastic study had been carried out prior to this date.

The original purpose of a Ph.D. was to provide an academic apprenticeship for someone intending to pursue an academic career, so it was established as a training study. This still remains largely the same today and a Ph.D. is widely regarded as the preparation for a career in academia.

It is characterised in some disciplines as a training in research techniques and proficiency in the processes of the field. But in all fields, the generic characteristics are that a Ph.D. is a piece of in-depth specialised research leading to a thesis and while the structure of a Ph.D. may vary throughout disciplines, all are trying to make a significant contribution to knowledge.

The way or working is also a significant characteristic of a Ph.D. Traditionally, certainly in the he social sciences, a Ph.D. has been pursued on an isolated and individualistic basis whilst perhaps in the sciences a more group orientated, project driven or collaborative approach is taken.

So these traditional features demonstrate that a Ph.D. was never actually intended to be a component of CPD as it was predominantly the initiation of a career. The university is still the biggest recruiter of Ph.D. graduates, even though patterns are shifting. But from a CPD point of view things have changed however, and a Ph.D. can and does function as a tool for professional development.

The rationale for the development of the newer Professional Doctorates was then examined and some of their main characteristics were highlighted.

In the last few years there has been substantial demand for work related doctoral qualifications brought about partly by the increase in people gaining first degrees and masters.

The doctorates that have been developed to meet their demand are aimed at professionals within the field and often there are minimum number of years experience as an entry requirement.

The Professional Doctorates focus on the vocational context of professionals which has been argued as being out of the remit of the Ph.D.

Although they are professionally orientated, the awards are still subject based with a range of options now available, Doctor of Education, Business Admin, Engineering and Public Health and so on.

The structure of these doctorates differ from the Ph.D. in that taught modules are included. These tend to be in research methods and specialist content modules on top of the large thesis or dissertation.

The Ed.D. programme at Bristol was one of the first in Britain to offer a new Professional Doctorate and this was established in the early 1990s and currently has over 100 students.

While these Professional Doctorates are new to Britain, the first Ed.D. was awarded in the USA in 1920 at Harvard University. Consequently they have an enormous range of over 50 doctoral degrees currently running.

Within this context developments at Middlesex University were now explored to see what has been developed as a result of this changing nature of doctoral study. Through the National Centre for Work Based Learning Partnerships, Middlesex University is developing a Masters/Doctorate in Professional Studies Programme.

Middlesex's aim was not to contribute to the multitude of existing doctoral titles in subject areas but really to offer the equivalent in structural terms of a Ph.D. but with a professional slant.

It would extend the WBL accredited programmes to the highest level and it was felt important to acknowledge learning wherever and however it has occurred and equate it with the more traditional experience gained via the Ph.D.

NCWBLP has developed this doctorate in response to enquiries from an incredibly broad range of people; private companies, public bodies and voluntary groups, plus HE staff throughout the UK. Also from our existing students who have completed a Masters in WBL, they are saying where to next?

The doctorate therefore needs to be directly relevant to their employment, and this is why we have decided to stress collaboration in terms of peer activities to support learning and to provide the potential for collaborative doctoral projects. This is crucial for the DProf programme if it is to reflect the ways of working within the workplace, which is obviously not done entirely individually.

The ultimate aim of the doctorate is to support and achieve excellence in professional practice and/or major organisational change.

The doctorate is made up of 360 credit points, 100 of which is via compulsory taught modules and 260 of which is project based. Both cost and duration can be substantially reduced if accreditation of prior and work based learning can take place. The project section can comprise of one big project or two complementary projects of a smaller size. This is an extension of the existing structure for the Masters programme which has some of the comparable modules and is obviously aimed at professional developers.

The compulsory section consists of a Work Based Research Methods module and project to demonstrate work-based research capability plus a Review module which reflects on learning that may already have taken place at levels 4 and 5 and aims to try and accredit this, and finally a Programme Planning and Rationale module which aids the student in developing and justifying their project and doctoral programme proposal.

The structure of the DProf was discussed and points were raised about the fitness for purpose of a doctorate - what is the purpose and intention of any doctoral level work, are there generic criteria applicable to all doctorates, professional or otherwise?

The pivotal point was decided as originality, and that any doctoral project/thesis/dissertation should aim to contribute something original to that particular field.

Some additional points were raised which have been inserted into the following chart.

In relation to CPD identify and compare the potential strengths, weaknesses, opportunities and threats faced by:

a. Conventional Ph.D. and b. New DProf

Ph.D.

Strengths:	Develop alternative ways of thinking and critical analysis; Status of the Ph.D. award itself is well respected by many employers;. Recognised by funding councils so people can apply for funding, none for Professional Doctorates
Weaknesses:	Geared only to people wanting to pursue academic career; Project component is still academic research, not always feeding back into work; Lack of collaboration especially in social sciences, given that a lot of research is not now individual
Threats:	Undermine traditional purpose of a doctorate

DProf

Strengths:	Geared to people who are already working professionals; Project content is closely negotiable by student; Research and development orientated - product driven to feedback into work; Institutional award like Ph.D.
Weaknesses:	Unknown
Opportunities:	Opportunity to cash in on what you are already doing at work; To attract more funding from employers; To work collaboratively

List of Delegates

Name	*Institution*
Ms J Akselsen	Universitetet I Oslo
Mr A Amatrudo	Edexcel Foundation
Mr J Aston	Brunel University
Ms S Bagwell	University of North London
Dr C Bai-Yun	ECCTIS 2000
Mr J Bailey	Aston University
Mrs J Barker	University of Durham
Ms R Benn	University of Exeter
Mrs J Bennett	University of Hertfordshire
Dr D Bibby	Oxford Brookes University
Mr S Birchett	University of Derby
Mr M Brennan	Queen Mary & Westfield College
Mr P Bulley	UCAS
Professor T Cannon	Management Charter Initiative
Mr T Challis	University of Leeds
Mr M Chambers	Victoria University of Wellington
Mrs L Chiswick	University of East London
Miss J Clayton	Thames Valley University
Ms S Clayton	The Open University
Miss B Cox	University of Surrey
Mrs G Crossland	University of Wolverhampton
Dr G Davidson-Burnet	UCAS
Mr R Davies	University of Central England
Ms S Davies	University of Brighton
Mr B Dawkins	Consultant
Mr M Edmunds	University of Greenwich
Mrs J Field	University of Plymouth
Mrs L Forsey	University of Hull
Mrs J Fortune	UMIST
Sir William Francis	Fitzpatrick International Ltd
Ms S Galloway	University of Warwick
Mr J Garnett	Middlesex University
Mr J Geale	Lancaster University
Mr R Gibbs	University of Nottingham
Dr F Gray	University of Sussex
Professor H Gray	Visiting Professor, University of Salford
Mrs J Hawkins	University of Nottingham
Mrs S Hillery	University of Nottingham
Ms R Hindley	University of Hull
Mrs S Howard	University of Leeds
Mrs H Hughes-Jones	Bolton Institute
Mr S Hunt	Loughborough University
Mr W Hussey	University of Wales, Cardiff
Ms H James	University of Brighton
Ms S Johnson	University of Nottingham
Mrs A Jorgenson	University of Durham

Name	*Institution*
Professor M Jouve	Agence Socrates France
Ms B Katchoff	University of Greenwich
Ms S Kitts	University of Brighton
Ms K Laigaard	University of Glasgow
Mr J Latham	University of Nottingham
Mr H Macandrew	University of Edinburgh
Miss L Major	Oxford Brooks University
Dr A Marr	University of Birmingham
Mrs J McDonald	University of Aberdeen
Ms S McGarth	University of Birmingham
Mrs S Mernagh	University of Durham
Mrs V A Mitchell	Coventry University
Mr J Moorhouse	University of Warwick
Dr R Moseley	University of Warwick
Ms M F Murray	Confederation of British Industry
Ms R Norton	Goldsmiths, University of London
Dr G Padfield	University of Cambridge
Professor S Parker	University of Nottingham
Dr R Plant	University of Southampton
Ms C Rees	University of the West of England
Mr P Richards	University of Central England
Dr M E Richardson	University of Cambridge
Miss J Roulstone	University of Nottingham
Dr S Sagar	University of Manchester
Mrs S Sayce	Kingston University
Mrs L Seagraves	University of Stirling
Mr D Shepherd	University of the Highlands & Islands Project
Dr L Smith	University of Salford
Mr K G Smith	The Institution of Electrical Engineers
Mrs J Smith	University of Brighton
Mr S Stephens	University of Bath
Ms C Stewart	University of Liverpool
Dr R Strachan	University of Oxford
Mrs J Taylor	Camborne School of Mines
Professor [illegible] Taylor	University of Leeds
Professor E Thomas	University of Bristol
Miss L Thorne	Middlesex University
Mr C Thorne	University of Strathclyde
Mrs S Thurston	Thames Valley University
Ms E Towner	University of East Anglia
Dr R Van de Pol	Robert Gordon University
Professor I Wand	The University of York
Mrs J Whittaker	Institute of Personnel & Development
Ms M Woodrow	University of Westminster
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